DOCUMENT RESUME

ED 092 742 CE 001 472

AUTHOR	Hillison, John H.; Bird, Sue Ellen
TITLE	Vocational Teacher Education Evaluation Model Development and Implementation.
INSTITUTION	Western Kentucky Univ., Bowling Green.
SPONS AGENCY	Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
PUB DATE	Aug 73
NOTE	149p.
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Evaluation Methods; Interaction Process Analysis; *Models; *Program Evaluation; *Teacher Education; *Teacher Evaluation; *Vocational Education Teachers

ABSTRACT

The purpose of the project was to develop and try out a model for the evaluation of vocational teacher education programs. An advisory council established an evaluation system utilizing four components: (1) existing situation, (2) resources available, (3) process evaluation, and (4) product evaluation. For the process evaluation component contemporary students evaluated classes and faculty for all required courses for secondary education majors and additional data were collected from first-year graduates of the program. Product evaluation utilized mailed questionnaires and visits to some first-year teachers. An appropriate interaction analysis code was developed for the visits. These teachers were also evaluated by their students, peers, and supervisors. Over 30 pages of tables summarize the results. It was concluded that the evaluation model developed was workable. Appendixes include all evaluation forms used, the categories established, a glossary for the interaction analysis code, and a 13-item bibliography. (SA)

ED 092742

VOCATIONAL TEACHER EDUCATION EVALUATION MODEL DEVELOPMENT AND IMPLEMENTATION

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Authors: John Hillison
Sue Ellen Bird

Center for Career and Vocational Teacher Education

Western Kentucky University
Bowling Green, Kentucky

in cooperation with

The Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky

1973

CE001172

FINAL REPORT

Project Number: L97810-01

Fiscal Number: 411914

Title of Project: The Development and Try-Out of a System of Evaluating Programs of Vocational Teacher Education

Project Director: Dr. John H. Hillison
Assistant Professor
Western Kentucky University
Bowling Green, Kentucky 42101
502-745-3441

Authors: Dr. John H. Hillison
Assistant Professor

Mrs. Sue Ellen Bird
Graduate Assistant
Western Kentucky University
Bowling Green, Kentucky 42101

Agency or Institution: Western Kentucky University
Bowling Green, Kentucky 42101

Funding Agency: Kentucky Bureau of Vocational Education
Frankfort, Kentucky 40601

The statements or contents of this report do not necessarily reflect the views or policies of the Program Supporting Services Division, Bureau of Vocational Education, State Department of Education, Commonwealth of Kentucky.

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ACKNOWLEDGEMENTS

The project staff wishes to acknowledge assistance from the following people.

Dr. Charles Oaklief, Dr. Gordon Swanson, and Professor L. O. Andrews for acting as consultants to the project and suggesting proposed models of evaluation for the project to utilize.

Dr. Curtis Finch and Dr. Lloyd Phipps for acting as project reactors and giving appropriate reactions to each of the proposed evaluation models.

Dr. J. T. Sandefur for initially proposing a theoretical evaluation model which suggested many of the instruments ultimately utilized by the project.

Dr. Ron Adams for providing statistical assistance and many pragmatic suggestions to the project.

Dr. James McGuire, Dr. Grace Callaway, Dr. Hollie Sharpe, and Mr. Jeff Crisp for serving on the interfaculty committee providing much needed assistance in the overall evaluation process.

THE DEVELOPMENT AND TRY-OUT OF A
SYSTEM FOR EVALUATING PROGRAMS OF
VOCATIONAL TEACHER EDUCATION

SUMMARY

Description of the Problem

Vocational teacher education has very slowly accepted the concept of its own accountability. One problem facing potential evaluation of teacher education programs has been the lack of an effective evaluation model. The purpose of this project was to develop and try-out a model which could be utilized in evaluating vocational teacher education programs.

Objectives of the study

1. To write a rationale, based on current evaluation theory, for a system to evaluate programs of vocational teacher education.

2. To identify the major components of a system to evaluate programs of vocational teacher education.

3. To describe how each major component of the system to evaluate programs of vocational teacher education relates to and supports all other components of the system.

4. To explain how each component of the system to evaluate programs of vocational teacher education is to be used in the evaluation process.

5. To try-out the system for evaluating programs of vocational teacher education in an institution of higher education preparing prospective teachers of vocational education.

6. To develop state and university competencies needed for evaluating programs of vocational teacher education.

Methods and Scope of Project

The organizing procedure utilized by the project consisted of utilizing expertise in the form of an advisory council consisting of teacher educators and school administrators in the Commonwealth, five nationally recognized consultants and reactors, and an interfaculty committee composed of vocational teacher educators at Western. The established components of the evaluation system were (1) Existing situation, (2) Resources available, (3) Process evaluation, and (4) Product evaluation. The existing situation and resources available were analyzed by utilizing available University publications and State Department of Education references. Process evaluation was completed by having contemporary students evaluate the classes and faculty for all

courses required of a secondary education major. In addition data were collected from 76 first year graduates of the program, both teachers and non-teachers, which also evaluated the process of vocational teacher education. Product evaluation - the major thrust of the project - was completed by personal visits to 26 graduates who were first year teachers and mail questionnaire responses from 50 graduates. Those teachers personally visited were observed twice and evaluated by the use of an interaction analysis and a Classroom Observation Record which monitored the affective classroom atmosphere. The project staff found it necessary to develop an interaction analysis code appropriate for laboratory situations commonly found in vocational education settings.

In addition the teachers were evaluated by their students through the use of the Veldman and Peck form entitled Student Evaluation of Teaching. Peers and supervisors of the teachers also evaluated them.

Graduates were surveyed to find their relative participation in education related activities outside of classroom teaching, such as utilizing a departmental advisory council. School administrators were asked to rate the relative importance of each non-classroom activities.

Results

The results indicated that directive methods of teaching were utilized more extensively than indirect methods. It was found that those teachers (products) who placed heaviest emphasis on activities outside the classroom were the most ineffective classroom teachers. Evidence of this conclusion was demonstrated by a concentration of negative correlation coefficients many of which were significant at the $p < .01$ level when non-classroom activities were correlated with teacher effectiveness. It was found that teaching peers and supervisors were basically unsuccessful discriminators between effective and ineffective vocational teachers. The peers and supervisors tended to evaluate all teachers in the same manner. Students of the teachers and project staff observers discriminated more successfully between the teachers and had more positive correlation coefficients.

Educational importance of the study

It was concluded that a workable evaluation model was developed and tested. The model assumes the acceptability of the following premises (1) product evaluation should be emphasized, (2) the product of teacher education program is the classroom teacher, (3) classroom teachers should emphasize indirect methods of teaching, and (4) classroom teachers should create a learning situation which has a favorable affective environment. Many teacher education evaluation models have placed heavy emphasis on the process of teacher education, while it must be conceded that the process is important, the most accurate evaluation of the process is its product and his or her effectiveness.

Recommendations for further study

1. The developed model should be institutionalized at Western Kentucky University.

2. The laboratory observation code should add one additional code number which recognizes the observation of students while the teacher is at his or her desk.

Chapter I

INTRODUCTION

As education in general moves more into the era of accountability--teacher education in particular will also be asked to justify its existence in the educational process. Traditionally teacher education has been very methodical, if not slow, to utilize evaluation procedures in examining their programs. As Andrews (1, p.4) points out, "Realistic, comprehensive program evaluation in Teacher Education has seldom been attempted and can be said to be in its infancy."

To further emphasize the importance of evaluation for teacher education programs the National Council for Accreditation of Teacher Education (NCATE) has adopted a recommended standard concerning evaluation of graduates of such programs. The standard is stated as: "The institution conducts a well-defined plan for evaluating the teacher it prepares." (9, p.12) One of the questions asked to ascertain if the standard is carried out successfully is: "What characteristics of teachers prepared by the institution have been revealed through evaluation of graduates?" (9, p.12)

While teacher education programs have been slow to evaluate themselves, Sandefur points out the interesting idea that these programs may have had a reason for such hesitancy.

> This failure has been due primarily to the profession's inability to determine what constitutes effective teaching, and partly to the lack of evaluative tools and techniques with which to measure effective teaching. (8, p.2)

Turning the focus to vocational teacher education, one can see that it has as great a need for evaluation as does the broader field of teacher education in general. Vocational teacher education has many publics and clienteles all of whom have informally evaluated its effectiveness since its inception. Certainly this type of teacher education should be just as accountable and as efficient as any other type of teacher education. Something appears to be needed other than the traditional mail follow-up of program graduates and its subjective standards for success. This point is emphasized by the 1968 "Bridge" report:

> All vocational teacher education programs need provisions for frequent review, evaluation, upgrading and redirection. Although the specific problems are different in each of the occupational categories, effective teacher education is a major asset in vocational education and should not become static and routing. (10, p.7)

In addition, the Vocational Education Amendments of 1968 (7) emphasize evaluation of the total vocational program by using the term on numerous occasions. Specifically, evaluation of vocational education programs, services, and activities is emphasized.

Objectives:

1. To write a rationale, based on current evaluation theory, for a system to evaluate programs of vocational teacher education.
2. To identify the major components of a system to evaluate programs of vocational teacher education.
3. To describe how each major component of the system to evaluate programs of vocational teacher education relates to and supports all other components of the system.
4. To explain how each component of the system to evaluate programs of vocational teacher education is to be used in the evaluation process.
5. To try-out the system for evaluating programs of vocational teacher education in an institution of higher education preparing prospective teachers of vocational education.

6. To develop state and university competencies needed for evaluating programs of vocational teacher education.

Limitations

The results of the study were subject to the following limitations:

1. Twenty-six first year graduates of Western Kentucky University's vocational teacher education program were personally visited. In the case of first year Trade and Industry teachers some were enrolled in their first professional education course or had only completed one professional education course.

2. Only first year vocational teachers presently teaching in the Commonwealth of Kentucky were personally visited.

3. The first year teachers were visited during the spring semester of the school year.

4. The first year teacher and his school administrator had to agree to participate in the project.

Definition of Terms

The following terms were defined for this study:

1. First year vocational teacher--an instructor of vocational education, certified by the Commonwealth of Kentucky, and has not completed one continuous academic year of teaching.

2. Observers--Personnel from the Center for Career and Vocational Teacher Education specially instructed in data collection techniques used for this study.

3. Vocational education--The organized educational program designed to develop saleable skills or entry and/or advancement in an occupation specifically related to the areas of agricultural education, business and office education, home economics education, and trade and industrial education.

4. Students--Pupils taught by the subjects in this study.

5. Vocational teacher education--The formal preparation of instructors for vocational education.

Chapter II

DESIGN AND CONDUCT OF THE STUDY

The following steps as suggested by Finch (3) were completed in order to accomplish the stated objectives of the study.

1. Identification of project personnel
2. Establishment of the present setting for vocational teacher education at Western Kentucky University
3. Identification of the factors which influence the present setting
4. Identification of population and sample
5. Procurement or development of instruments to be utilized for collecting data
6. Collection of data
7. Determination of methodology for data analysis

1. Project Personnel

In addition to a project director and graduate assistant numerous other people assisted in the completion of activities for the study. Three consultants and the project's graduate assistant each wrote a position paper advocating a proposed model to be used by the project. Two reactors read, and evaluated the four position papers. Both the consultants and reactors presented their papers and reactions respectively to the project's advisory council on October 11, 1972. The advisory council consisted of teacher educators, and State Department personnel.

As suggested by Oaklief (6) the project also utilized an interfaculty committee which was composed of a representative from each of Western Kentucky University's Vocational Teacher Education departments. This committee assisted in finalizing the adopted evaluation model's major four parts and many of the instruments used.

2. Establishment of the Present Setting for Vocational Teacher Education

This aspect of the study was conducted in an attempt to establish the mission of the University, its administrative structure, objectives, past history, as well as the number of vocational teachers prepared and needed by the State. This information was obtained by gleaning available University and Bureau of Vocational Education Publications and through the use of personal interviews.

3. Identification of the Factors which Influence the Present Setting

This aspect of the study examined the need for the program, control exercised by the State, financial support of the teacher education programs, and the faculty time available for the program. University publications, Bureau of Vocational Education publications, and personal interviews were once again utilized to obtain the desired information.

4. Identification of Population and Sample

For the purposes of this study the population was defined as those people who graduated from the vocational teacher education program in 1972. In the case of Trade and Industry teachers the criteria for subjects was that they be first year teachers who have taken or were taking professional education courses at Western Kentucky University.

Stratification was utilized to divide the population of vocational education teachers and graduates into each of the four service areas represented at Western. Each of the subjects within a stratum was subdivided into one of three categories. The first of these three categories was first-year teachers to be personally visited. An additional stratifying criteria added for this category was that the teacher held a position in the Commonwealth of Kentucky. It was determined by the project staff that a maximum of 28 teachers could be visited twice during the time allowed for visitation. A total of 28 personal visits permitted an allotment of seven subjects per service area. Agriculture Education had only five potential subjects meeting the criteria for a personal visit. All five were visited. Random selection was used to select the seven subjects to be visited for those service areas having more than seven subjects meeting visitation criteria.

The subjects not randomly selected for visitation were placed in the second category, that of being contacted by a mail questionnaire. Other subjects in that category were those teachers who were not teaching in Kentucky.

The third category within each stratum consisted of 1972 graduates who were not teaching at the time of data collection. Trade and Industry had no one within that classification. These graduates were also contacted by use of a mail questionnaire.

The information concerning the population and sample for the study is summarized in Table 1.

TABLE 1

THE POPULATION AND SAMPLE OF
TEACHERS AND GRADUATES CONTACTED

Service Area	No. Contacted	No. from which data were collected
Agricultural Education		
Visited	5	5
Teacher Questionnaire	5	2
Non-teacher Questionnaire	9	9
Business and Office Education		
Visited	7	7
Teacher Questionnaire	6	4
Non-teacher Questionnaire	19	14
Home Economics Education		
Visited	7	7
Teacher Questionnaire	8	6
Non-Teacher Questionnaire	20	14
Trade and Industrial Education		
Visited	7	7
Teacher Questionnaire	1	1
Non-Teacher Questionnaire	0	0
Total		
Visited	26	26
Teacher Questionnaire	20	13
Non-Teacher Questionnaire	47	37
	94	76

Table 1a summarizes the teaching position held by the teachers surveyed by mail questionnaire.

TABLE 1a

THE AREA OF INSTRUCTION TAUGHT
BY TEACHERS SURVEYED BY MAIL QUESTIONNAIRE

Service Area	Total Responses	No. Teaching in service Area	No. Teaching Outside Service Area
Agriculture Education	2	1	1
Business & Office	4	2	2
Home Economics	6	3	3
Trade & Industry	1	1	0

Almost one-half (46%) of the teachers surveyed by mail questionnaire were not teaching in the vocational service area for which they were prepared. None of the six teachers teaching outside their service area of preparation were teaching vocational courses.

Tables 2-7 give basic background material for each of the identified samples.

TABLE 2

UNDERGRADUATE GRADE POINT AVERAGE FOR MAJOR AREA

Service Area	Visited Teacher	Mail Questionnaire Teacher	Non-teaching Graduate
Agriculture	3.17[a]	3.80	3.19
Business & Office	2.84	3.12	2.83
Home Economics	3.46	2.84	3.17
Trade & Industry	3.00	----	----
Average	3.17	3.05	3.06

[a] 1=D 4=A

TABLE 3

UNDERGRADUATE GRADE POINT AVERAGE FOR MINOR AREA

Service Area	Visited Teacher	Mail Questionnaire Teacher	Non-teaching Graduate
Agriculture	2.30[a]	3.50	2.78
Business & Office	3.00	3.25	3.12
Home Economics	3.70	2.50	3.50
Trade & Industry	----	----	----
Average	2.86	3.15	3.07

[a] 1=D 4=A

TABLE 4

UNDERGRADUATE GRADE POINT
AVERAGE FOR STUDENT TEACHING

Service Area	Visited Teacher	Mail Questionnaire Teacher	Non-teaching Graduate
Agriculture	3.80[a]	3.50	3.88
Business & Office	3.85	4.00	3.90
Home Economics	3.66	3.60	3.21
Trade & Industry	----	----	----
Average	3.77	3.72	3.61

[a] 1=D 4=A

TABLE 5

UNDERGRADUATE GRADE POINT AVERAGE
FOR PROFESSIONAL EDUCATION COURSES

Service Area	Visited Teacher	Mail Questionnaire Teacher	Non-teaching Graduate
Agriculture	3.30[a]	4.00	3.35
Business & Office	3.44	3.80	3.30
Home Economics	3.75	----	2.92
Trade & Industry	----	----	----
Average	3.41	3.86	3.17

[a] 1=D 4=A

TABLE 6

UNDERGRADUATE TOTAL GRADE POINT AVERAGE

Service Area	Visited Teacher	Mail Questionnaire Teacher	Non-teaching Graduate
Agriculture	3.00[a]	3.56	2.98
Business & Office	2.78	3.16	2.77
Home Economics	3.28	2.86	2.82
Trade & Industry	----	----	----
Average	2.99	3.10	2.82

[a] 1 = D 4 = A

TABLE 7

OCCUPATIONAL EXPERIENCE BACKGROUND
OF VISITED TEACHERS RELATED TO TEACHING FIELD

Service Area	% with Experiences	Average No. of Experiences
Agriculture	100	1.40
Business & Office	85	1.50
Home Economics	28	1.00
Trade & Industry	100	2.00
Total	77	1.60

5. Procurement or Development of Instruments to be Utilized for Collecting Data

It became obvious that many instruments would have to be procured or developed in order to collect the essential data for the project. It was

determined that the instruments would be ones appropriate for each category within the strata of the population.

Instruments Utilized for the Teachers Visited

It was suggested by the project's advisory committee, interfaculty committee, and by the staff that evaluative input from as many people associated with each subject as possible would be desirable. Consequently, emphasis was placed on having input from the subjects' students, peers, administrator, and a project staff member in the form of a visiting observer.

Many instruments suggested by Sandefur (8) were procured for the project. One example is the Veldman and Peck form entitled, Student Evaluation of Teaching (see Appendix A). This instrument obtained each of the subjects' student's opinion of their teaching ability, knowledge of subject matter, etc. Another Sandefur recommended instrument used was entitled, Teacher Evaluation by Peer/Supervisor (see Appendix B). This instrument permitted input from both teaching peers and administrators of the subjects visited. A combination of the Flanders and Hough Interaction Analysis code was used for observing the subjects teaching in their classroom. A project staff developed observational interaction analysis code was utilized while the subjects were teaching in a laboratory setting (see Appendix C). To emphasize the affective phase of teaching an instrument entitled, The Classroom Observation Record, was used (see Appendix D). This instrument contains 22 characteristics of student and teacher behavior.

The project staff became familiar with and proficient in the use of both the interaction analysis code and the classroom observation record by participating in a workshop conducted February 14-16, 1973, by Dr. Roger Pankratz of Kansas State Teachers College. Many hours of practice were required until staff reliability scores consistently remained above .90.

In addition to the specific forms recommended by Sandefur, the staff used other instruments. One such instrument obtained non-classroom activities carried out by the vocational teachers. It contained a list of twenty possible activities and elicited an element of involvement for each activity. The same list of twenty activities was given to the administrator of the vocational teachers who were asked to react to the relative importance of each activity being completed (see Appendix E).

One instrument used in the form of process evaluation, but completed by the product (the subjects), permitted the evaluation of professional teacher education courses. This instrument requested evaluation input from the subjects based on the perspective of their first year of teaching experience. Responses were elicited for specific courses taken at Western Kentucky University as well as particular teaching problems which the teachers may have encountered and elicited how helpful the professional education courses may have been in solving or preventing those problems (see Appendix F).

One additional instrument utilized was a form which obtained career baseline background information on each subject. Such factors as age, grade point average, work experience, etc. were obtained from this form (see Appendix G).

Instruments Utilized for the Teachers Not Visited

The teachers not personally visited were contacted by mail. This correspondence consisted of a cover letter and three instruments. The instruments were the career baseline form (Appendix H), the non-classroom activities form (Appendix E), and the evaluation of professional education courses by teacher (Appendix F).

Instruments Utilized for Non-teaching Graduates

The graduates of the vocational teacher education program at Western who were not teaching were also sent a set of instruments. The instruments consisted of a career baseline data form (Appendix I), the first page of the instrument evaluating the professional education courses at Western (Appendix F), and an instrument soliciting reasons why the graduates were not presently teaching (see Appendix J).

An evaluation instrument used by contemporary University students for the process phase of the project was entitled, Illinois Course Evaluation Questionnaire (see Appendix K). This instrument was developed at the University of Illinois in 1965. It was administered to a total of 33 different sections of professional education courses.

6. Collection of Data

This section is divided into three parts. The first discusses the method of data collection utilized with the sample of first year teachers visited while the second part discusses the mail follow-up procedures used for teachers not visited and for non-teachers, and the third discusses the logistics of collecting data from university students.

Data Collected from Teacher's Visited

When the first year teachers were visited they were given a packet containing three instruments. The instruments were briefly explained to each teacher and a request was made for completion by the next visit. Also during the first visit the peer/supervisor form was left with one teaching peer named by the subject visited, with one teaching peer named by the administrator and with the administrator. In addition, the administrator was requested to complete the instrument evaluating the importance of each

non-classroom activity listed. The initial interaction analysis, completed during the first visit, was run for approximately a 20 minute observation.

During the second visit, one week later, another interaction analysis was run for the same class, the classroom observation record was completed, and the high school students completed the instrument for Student Evaluation of Teachers. Typically, the latter instrument was administered by the observer either the first or the last ten minutes of the class period. All other instruments left the previous week were picked up by the observer during this visit.

Data Collected by Mail Correspondence

The first year teachers not visited and the 1972 graduates of the vocational teacher education program not teaching were contacted by the use of mail questionnaires.

Both groups were sent a cover letter along with each set of instruments (see Appendix L). The non-teachers who did not respond to the first mailing were followed up with the use of a postcard requesting their response. Those not responding to the postcard were sent an additional cover letter and set of instruments. The postcard was sent approximately two weeks after the initial mailing; while the second set of instruments was sent two weeks after the postcard.

Response from the mail questionnaire is summarized in Table 8.

TABLE 8

MAIL QUESTIONNAIRE RETURN FROM TEACHERS AND NON-TEACHING GRADUATES

	No. of questionnaires mailed	No. of questionnaires returned	Per cent return
Teachers	20	13	65%
Non-teaching Graduates	47	37	79%

Data Collected from Western Students

Permission was obtained from the instructors teaching professional education courses required of vocational teacher education majors to have their students evaluate each of these courses. It was considered desirable to have all students evaluate the courses rather than just vocational education majors in an attempt to alleviate the Hawthorne Effect. The evaluation was conducted during the spring semester of 1973. In most situations, a staff member supervised the administration of the instrument, however, in some situations the instructor supervised the administration. Table 3 summarizes the number of students, teachers, and classes involved in this phase of data collection.

TABLE 9

NUMBER OF STUDENTS, TEACHERS, AND CLASSES PARTICIPATING IN COURSE EVALUATIONS

Class	No. of Sections	No. of Teachers	No. of Students
Introduction to Secondary Education	11	10	250
Tests & Measurements	7	5	140
Human Growth & Development	7	4	175
Vocational Methods	4	4	34
Vocational Adult Methods	4	3	48
Total	33	26	647

7. Methodology for Data Analysis

Descriptive statistics including means, standard deviations, and frequency counts were utilized. An intercorrelation matrix was used to establish relationships among variables which was created by using the product-moment correlation coefficient.

The programs utilized were R002, R005, and R050 which are available at Western Kentucky University's Computer Center. The analyzed data are reported in Chapter III of this report.

Chapter III

RESULTS OF THE STUDY

This section consists of four major parts reporting the data collected from the study. The major parts (A) The Existing Situation, (B) Resources Available, (C) Process Evaluation and (D) Product Evaluation.

A. The Existing Situation

This aspect examined the operational context of the vocational teacher education program.

I. Past History

As a public institution of higher learning, Western Kentucky University came into existence in 1906 when a bill was enacted by the Kentucky General Assembly creating a state normal school in Bowling Green headed by Dr. Henry Hardin Cherry. The name of the institution was changed by the legislature in 1922 to Western Kentucky State Normal School and Teachers College. In 1930 the school's name was changed to Western Kentucky State Teachers College, and in 1948 it was changed to Western Kentucky State College. It became Western Kentucky University on June 16, 1966.

From its beginning as a small state normal school with about 300 students and a dozen faculty members, Western has grown in both size and scope of academic programs. In recent years the school's growth has been phenomenal. Enrollment has grown from less than 1700 in the fall of 1955 to over 11,000 students in the fall of 1972. The faculty has grown from fewer than 100 in 1955 to over 600 in 1972 and the number of faculty holding the earned doctorate has advanced from under 25% to more than 50%. In 1955 Western offered two undergraduate degrees, and one graduate degree; currently the University offers six undergraduate degrees, nine masters degrees, and joint doctoral programs with the University of Kentucky, the University of Louisville, and George Peabody College. The number of fields in which students may pursue studies has increased substantially during the same period. (2, p.1) Today Western also offers several Ed.S. programs.

II. Mission and Objectives

Western Kentucky University is a center of learning where qualified students may receive general and specialized higher education at the undergraduate and graduate levels. The University's programs are designed to provide a broad spectrum of educational opportunities within an academic climate intended to promote the legitimate objectives of liberal education, democratic citizenship, character development, and the pursuit of excellence.

Within this general context are five objectives:

1. To provide curricula which will prepare graduates for careers in the arts and sciences, education, government service, business, industry, allied medical arts, agriculture, and other broad fields.

2. To provide a general education for the broad intellectual advancement of the students enrolled in the various undergraduate degree programs of the University.

3. To provide special professional and pre-professional curricula for technical careers and preparation for further professional training.

4. To provide quality graduate programs in the arts and sciences, education, business, and other academic areas.

5. To influence the state and community by means of extension classes, correspondence courses, concerts, art exhibits, dramatic performances, lecture services, and educational conferences. These extensions of the University are facilitated through the cooperation of its alumni and friends throughout the state. (11, pp. 2-3)

III. Administrative Structure

Figures 1 and 2 illustrate the administrative organization at Western. Note that the Department of Industrial Education and Technology and the Center for Career and Vocational Teacher Education are located within the College of Education. The Department of Business Education and Office Administration is within the Bowling Green College of Business and Public Affairs. The Department of Agriculture is housed within the College of Science and Technology.

Figure 3 illustrates the relationship between the Center for Career and Vocational Teacher Education and the six service area teacher education programs which will be in existence in 1973-74. The purpose of the Center is to provide direction and coordination to those phases of teacher education concerned with career and vocational teacher and administrator preparation and upgrading and to provide appropriate related supportive services including teaching, research and evaluation. The Center also provides consultive services for career and vocational programs for public schools in the Commonwealth.

FIGURE 1

ADMINISTRATIVE ORGANIZATION FOR ACADEMIC AFFAIRS

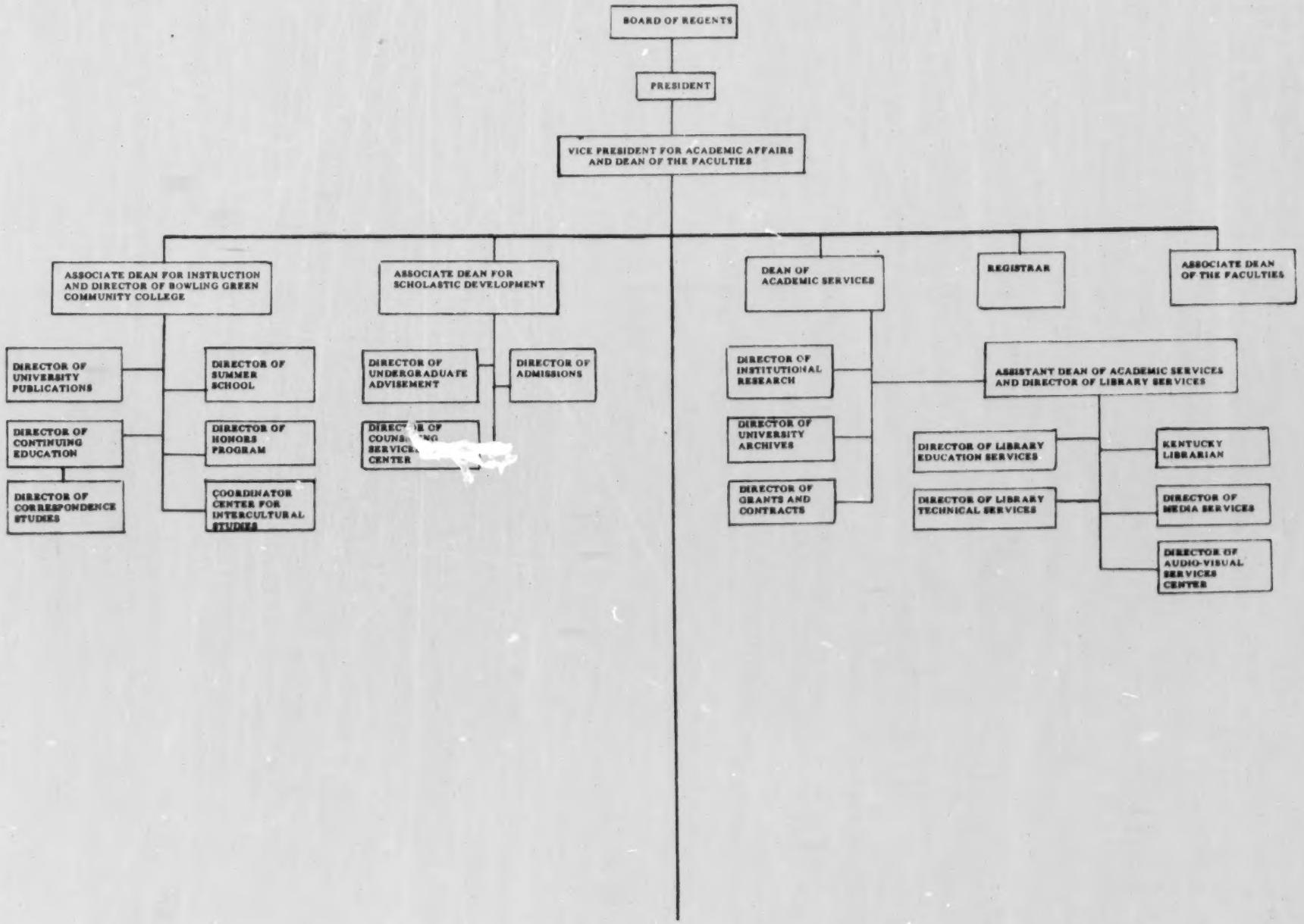

BOARD OF REGENTS
PRESIDENT
VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE FACULTIES
ASSOCIATE DEAN FOR INSTRUCTION AND DIRECTOR OF BOWLING GREEN COMMUNITY COLLEGE
DIRECTOR OF UNIVERSITY PUBLICATIONS
DIRECTOR OF SUMMER SCHOOL
DIRECTOR OF CONTINUING EDUCATION
DIRECTOR OF HONORS PROGRAM
DIRECTOR OF CORRESPONDENCE STUDIES
COORDINATOR CENTER FOR INTERCULTURAL STUDIES
ASSOCIATE DEAN FOR SCHOLASTIC DEVELOPMENT
DIRECTOR OF UNDERGRADUATE ADVISEMENT
DIRECTOR OF ADMISSIONS
DIRECTOR OF COUNSELING SERVICES CENTER
DEAN OF ACADEMIC SERVICES
DIRECTOR OF INSTITUTIONAL RESEARCH
DIRECTOR OF UNIVERSITY ARCHIVES
DIRECTOR OF GRANTS AND CONTRACTS
REGISTRAR
ASSOCIATE DEAN OF THE FACULTIES
ASSISTANT DEAN OF ACADEMIC SERVICES AND DIRECTOR OF LIBRARY SERVICES
DIRECTOR OF LIBRARY EDUCATION SERVICES
DIRECTOR OF LIBRARY TECHNICAL SERVICES
KENTUCKY LIBRARIAN
DIRECTOR OF MEDIA SERVICES
DIRECTOR OF AUDIO-VISUAL SERVICES CENTER

FIGURE 2

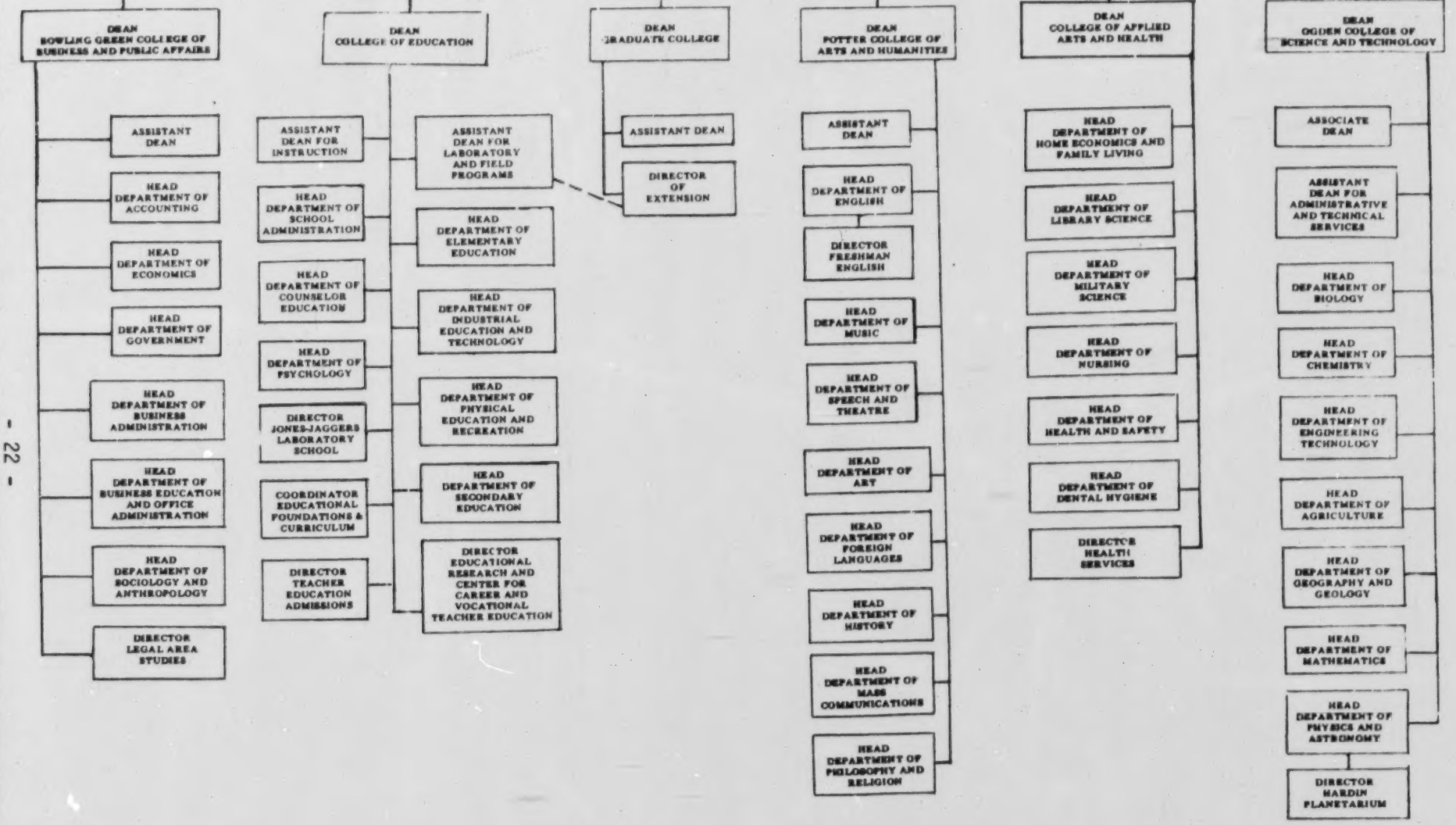
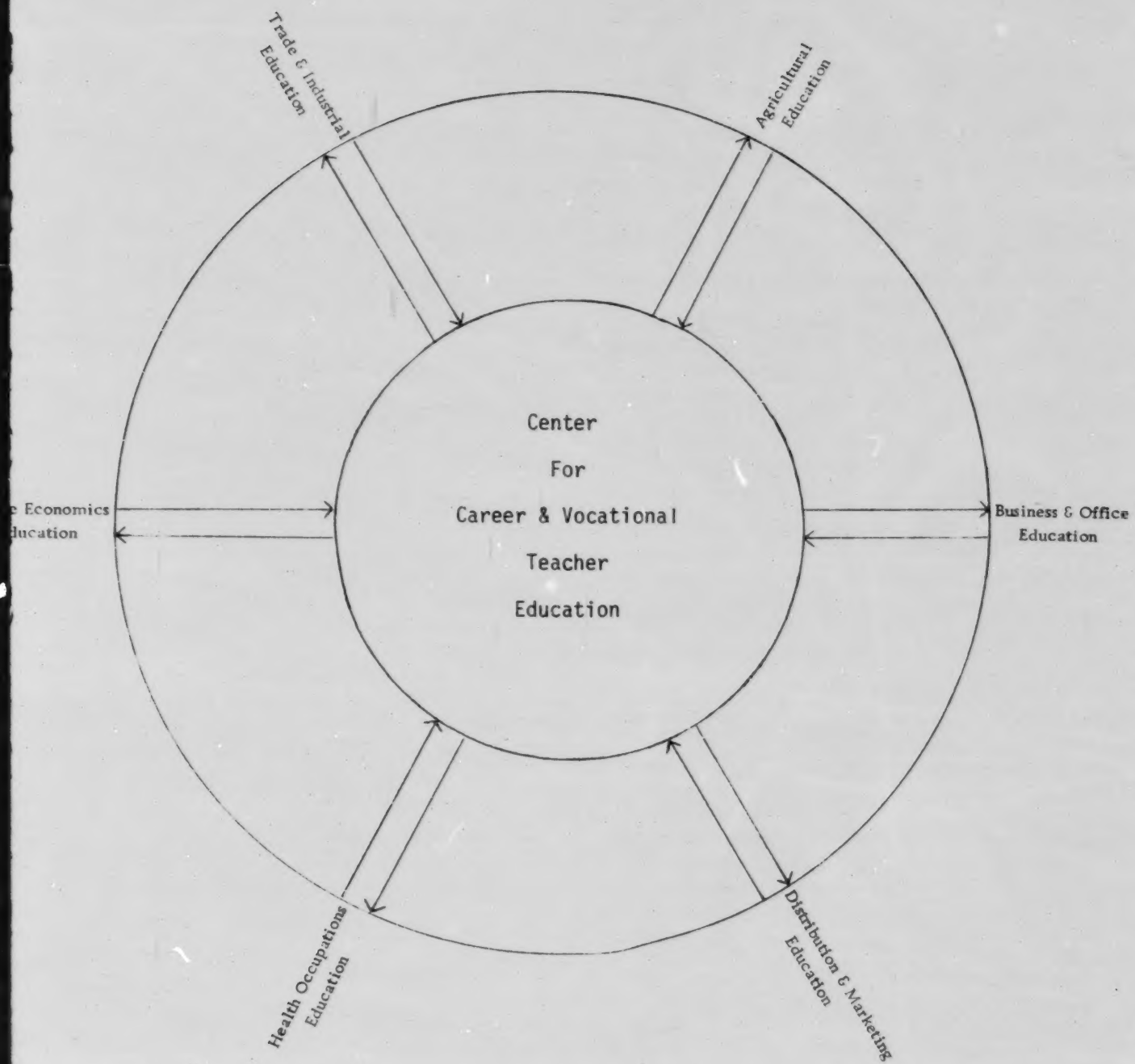

DEAN
BOWLING GREEN COLLEGE OF BUSINESS AND PUBLIC AFFAIRS
ASSISTANT DEAN
HEAD DEPARTMENT OF ACCOUNTING
HEAD DEPARTMENT OF ECONOMICS
HEAD DEPARTMENT OF GOVERNMENT
HEAD DEPARTMENT OF BUSINESS ADMINISTRATION
HEAD DEPARTMENT OF BUSINESS EDUCATION AND OFFICE ADMINISTRATION
HEAD DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
DIRECTOR LEGAL AREA STUDIES
DEAN
COLLEGE OF EDUCATION
ASSISTANT DEAN FOR INSTRUCTION
HEAD DEPARTMENT OF SCHOOL ADMINISTRATION
HEAD DEPARTMENT OF COUNSELOR EDUCATION
HEAD DEPARTMENT OF PSYCHOLOGY
DIRECTOR JONES-JAGGERS LABORATORY SCHOOL
COORDINATOR EDUCATIONAL FOUNDATIONS & CURRICULUM
DIRECTOR TEACHER EDUCATION ADMISSIONS
ASSISTANT DEAN FOR LABORATORY AND FIELD PROGRAMS
HEAD DEPARTMENT OF ELEMENTARY EDUCATION
HEAD DEPARTMENT OF INDUSTRIAL EDUCATION AND TECHNOLOGY
HEAD DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
HEAD DEPARTMENT OF SECONDARY EDUCATION
DIRECTOR EDUCATIONAL RESEARCH AND CENTER FOR CAREER AND VOCATIONAL TEACHER EDUCATION
DEAN
GRADUATE COLLEGE
ASSISTANT DEAN
DIRECTOR OF EXTENSION
DEAN
POTTER COLLEGE OF ARTS AND HUMANITIES
ASSISTANT DEAN
HEAD DEPARTMENT OF ENGLISH
DIRECTOR FRESHMAN ENGLISH
HEAD DEPARTMENT OF MUSIC
HEAD DEPARTMENT OF SPEECH AND THEATRE
HEAD DEPARTMENT OF ART
HEAD DEPARTMENT OF FOREIGN LANGUAGES
HEAD DEPARTMENT OF HISTORY
HEAD DEPARTMENT OF MASS COMMUNICATIONS
HEAD DEPARTMENT OF PHILOSOPHY AND RELIGION
DEAN
COLLEGE OF APPLIED ARTS AND HEALTH
HEAD DEPARTMENT OF HOME ECONOMICS AND FAMILY LIVING
HEAD DEPARTMENT OF LIBRARY SCIENCE
HEAD DEPARTMENT OF MILITARY SCIENCE
HEAD DEPARTMENT OF NURSING
HEAD DEPARTMENT OF HEALTH AND SAFETY
HEAD DEPARTMENT OF DENTAL HYGIENE
DIRECTOR HEALTH SERVICES
DEAN
OGDEN COLLEGE OF SCIENCE AND TECHNOLOGY
ASSOCIATE DEAN
ASSISTANT DEAN FOR ADMINISTRATIVE AND TECHNICAL SERVICES
HEAD DEPARTMENT OF BIOLOGY
HEAD DEPARTMENT OF CHEMISTRY
HEAD DEPARTMENT OF ENGINEERING TECHNOLOGY
HEAD DEPARTMENT OF AGRICULTURE
HEAD DEPARTMENT OF GEOGRAPHY AND GEOLOGY
HEAD DEPARTMENT OF MATHEMATICS
HEAD DEPARTMENT OF PHYSICS AND ASTRONOMY
DIRECTOR HARDIN PLANETARIUM

FIGURE 3


Trade & Industrial Education
Agricultural Education
Center For Career & Vocational Teacher Education
e Economics ducation
Business & Office Education
Health Occupations Education
Distribution & Marketing Education

IV. Objectives of the Vocational Teacher Education Programs

According to the "Long Range and Annual Plan for Vocational Teacher Education" at Western Kentucky University, the following objectives are appropriate.

Agricultural Education

1. Need for Program

There are approximately 10,000 farms and numerous agribusinesses in the area serviced by Western Kentucky University. Agriculture production is changing as forage, beef, soybeans, horticulture and recreation production are increasing. TVA lakes, Kentucky Parks system, improved road networks and work patterns are combining to bring in new opportunities in resources management. Unwise farm practices, increased tourism and stepped up mining operations increase environmental program needs. The large number of vocational agribusiness departments in this area need additional and replacement teachers. Needed post secondary programs and additional adult programs demand more teachers for agribusiness positions. Teachers in the field need additional skills and information. All these teachers need to be flexible, adaptive, in tune with the times.

The Western Kentucky University Department of Agriculture accepts the challenge of training outstanding teachers of agribusinesses in accordance with the provisions of the Kentucky State Plan for Vocational Education. It agrees to service the programs within the region.

2. Annual Objectives

a. Establish an advisory committee for the Department of Agriculture at Western.
b. Improve teaching facilities for teacher candidates at the institution.
c. Improve and extend student teaching centers to meet our variety of needs.
d. Emphasize development of skills through practical laboratory and work experience.
e. Sponsor annual FFA field day and seminar-on-wheels tour for idea exchanges.
f. Develop additional courses in student organizations, methods of mechanics, and advanced teaching methods.
g. Develop teaching aids and materials adaptive to individual and small group instruction.

h. Promote and upgrade adult and post-secondary programs.
i. Cooperate in the development of the career education concept.
j. Expand and improve the beginning teacher follow-up program.
k. Expand time and services teacher educators can contribute to state and local programs.
l. Research curriculum development in present and prospective areas of emphasis.
m. Improve the efficiency of teacher education programs.
n. Grow professionally.

3. Long-Range Objectives

a. Complete new instructional facilities to include an agribusiness education center complete with a curriculum center.
b. Assist in implementing and upgrading adult and post-secondary programs in agribusiness education. Develop a post-secondary program in rural recreation.
c. Extend quantity and quality of cooperative field experiences for preservice and inservice teachers.
d. Establish and utilize an advisory committee for both the Agriculture Department and for Agribusiness Education.
e. Upgrade existing student teaching centers and add new ones to include some single teacher departments.
f. Organize and conduct an annual seminar-on-wheels tour out-of-state to gather and develop new ideas for agribusiness programs.
g. Research curriculum needs and provide assistance in curriculum development for pre-vocational, high school and post-secondary students.
h. Promote cooperative programs with agribusiness agencies and organizations at all levels.
i. Develop new courses in the areas of student organizations in Vo Ed, methods of teaching Ag mechanics, advanced teaching methods and graduate field experiences.
j. Develop the education specialist degree for agribusiness education students.
k. Assist in the organization, conduct and evaluation of teacher workshops throughout the region.
l. Extend service and assistance to beginning teachers from the program.
m. Get teacher educators on a twelve month basis as the teachers are contracted.

Business and Office Education

1. Need for Program

The program is needed to prepare vocational business and office education teachers as provided for through the passage of the Vocational Education Acts of 1963 and 1968. Such a program at Western Kentucky University is provided for through the cooperation of the departments of Business Education and Office Administration, Secondary Eduation, the Center for Career and Vocational Teacher Education, and the Division of Business and Office Education at Frankfort.

The preservice and inservice training education experiences offered at Western Kentucky University provide for the needs of undergraduate, graduate, and the internship programs.

2. Annual Objectives

a. To expand the laboratory to include the most modern business machines and materials in the field.
b. To continue using subject-matter consultant services for the business and office education student teachers.
c. To use consultants for inservice activities for the business teachers of the area.
d. To offer opportunities for updating and integrating teacher skills and understandings in the area of data processing.
e. To provide increased opportunities for professional development for the inservice teachers in the area.
f. To continue offering preservice educational opportunities for business and office education teachers.
g. To initiate and implement a program of supervised work experience in business and office education.
h. To produce and utilize video tapes as an instructional medium in methods courses and in student teaching.
i. To provide experiences in methods classes and in seminars relevant to developing competencies in career education.
j. To continue the development of curriculum and teaching strategies in business education for handicapped and disadvantaged youth.
k. To make available University representatives and/or mini teams to aid in the development of business and office education programs in the area.
l. To actively conduct research to determine directions for the total business and office education teacher program.
m. To integrate through business and office education the K through 12 plus adult concept of business education.

3. Long-Range Objectives

a. Development of a curriculum for distributive education.
b. Extension of the data processing program as technology increases and needs arise.
c. Continuous review and updating of all business and office education programs.
d. Development of instructional materials, facilities, and equipment for individualized instruction.
e. Continue preparation of business and office education personnel for the community junior colleges.
f. Coordination of the vocational education programs between the community colleges and the University.
g. Advise, encourage, and support more specialized certification requirements for vocational business and office education areas such as data processing, clerical practice, etc.
h. Establishment of a more direct relationship between guidance services and business and office education.
i. Integration of career education concepts in all vocational education teacher education courses.

Home Economics Education

1. Need for Program

Preservice teacher education in home economics is undergoing a transition period. Enrollments are beginning to decrease and some system needs to be found to offer students career alternatives utilizing the same undergraduate preparation as for teaching. Students must be made aware of the many related opportunities open to them in new or expanded programs in addition to the regular annual replacement ratio in secondary schools.

2. Annual Objectives

a. To expand inservice training opportunities in teacher education.
b. To develop plans whereby students in teacher education may receive work experience prior to graduation.
c. To develop non-credit occupational training programs in Home Ec. related occupations as a part of the departmental teacher education program.
d. To motivate faculty members to conduct research investigations for the purpose of curriculum improvement.
e. To strengthen and improve all facets of the teacher education program.
f. Prepare students for career alternatives.
g. Follow-up of recent graduates.
h. Continue adult education experiences in methods classes.
i. Implement Specialist Degree.
j. Conduct research into job opportunities in home economics.

3. Long-Range Objectives

a. To add a third full-time teacher to the home economics education staff.
b. To encourage more thesis writing by graduate students.
c. To work for an increased honorarium for supervising teachers of at least $150.
d. Continue to work toward implementation of a program whereby subject matter teachers on the staff might visit high school home economics departments for the purpose of familiarizing themselves with current high school offerings in their areas.
e. To improve the store of teaching aids available for use by home economics education majors.
f. Continue to make use of filmed teaching demonstrations to supplement student teacher observations.

g. To continue to increase the number of preservice teaching experiences prior to the senior year.
h. Continue to strengthen and increase teaching experiences with adults and occupational programs.
i. To develop occupational training programs on a non-credit basis.
j. To develop plans for providing supervised work experience programs with college credit for teacher education students prior to graduation.
k. Continue to provide increased experiences for working with youth organizations.
l. To provide assistance with program planning at the high school level.
m. To work for increased support of graduate programs in teacher education.
n. To improve and strengthen the public relations program.
o. Offer courses dealing with research and current trends in teaching home economics.
p. Publish newsletter for teachers.

Trade and Industrial Education

1. Need for Program

Beginning July 1, 1967 the Department of Industrial Education, Western Kentucky University implemented the Vocational Industrial and Technical Teacher Training Program. The program was approved by the Kentucky State Board of Education on March 22, 1968 and operates in accordance with the provisions of the Bureau of Vocational Education's proposed guidelines, the Kentucky State Certification Requirements for Trades and Industry, Health Occupations and for Distributive Education, and the Western Kentucky University requirements for the admission of students, the granting of credits and the awarding of the Associate and the B.S. Degrees in Vocational-Industrial and Technical Teaching.

Western Kentucky University's Vocational-Industrial and Technical Teacher Education Program is needed to help meet increasing demands for more and better qualified teachers in an expanding state-wide and nation-wide program of vocational-industrial and technical education and to improve the competencies of those now teaching in Kentucky area vocational-industrial and technical schools. More specifically, the primary objective is to provide professional and technical skills/training to personnel who are presently teaching or wish to teach vocational-industrial trade and other technical subjects. These needs include both on-campus and in-the-field professional services for pre-service and in-service personnel who wish to qualify for certification, upgrade professional, broaden their general education background, or complete degree earning objectives for the A.A. or B.S. Degree in vocational-industrial and technical teacher preparation.

A continuing and more comprehensive program for the 1973-74 fiscal year is needed so that greater flexibility of program options, expanded certification services, and improved organizational and administrative assistance for supporting activities can be achieved.

2. Annual Objectives

a. Expand and promote programs within the University, the surrounding high schools, and the area vocational schools for purposes of teacher recruitment.
b. Organize and teach (on campus and by extension) required professional courses in vocational-industrial and technical education for degree candidates and for persons seeking certificate renewal.
c. Making contracts with businesses and industrial establishments with whom students will receive required occupational experience.
d. Obtain, administer and continually upgrade proficiency examinations for granting technical equivalency credit.
e. Advisement with full-time and part-time students about their degree earning plan and/or certification committments.
f. Supervise required occupational experiences of students who are co-oping in the occupation.
g. Place and supervise student teachers (degree candidates) in the various vocational schools.
h. Advise with professional, technical and general education teachers in the University concerning special competencies required of vocational-industrial and technical teachers.
i. Investigate, evaluate and arrange for technical courses with other institutions and organizations for present vocational-industrial and technical teachers (pursuing degrees) who cannot locally obtain needed courses in their fields.
j. Evaluate the effectiveness of the University's Vocational-Industrial and Technical Teacher Education Program through an organized follow-up of graduates.
k. Actively participate in research activities, writings and conferences as these activities have to do with the promotion of vocational-industrial and technical education.
l. Make recommendations to the State Department of Education regarding improvement in the area of vocational-industrial education including teacher certification.
m. Continue cooperative reciprocity with the Kentucky State Division of Vocational Education, other state universities, and other cooperating agencies.

3. Long-Range Objectives

a. Expand and promote programs within the University, the surrounding high schools, and the area vocational schools for purposes of teacher recruitment.
b. Organize and teach (on campus and by extension) required professional courses in vocational-industrial and technical education for degree candidates and for persons seeking certificate renewal.
c. Making contracts with businesses and industrial establishments with whom students will receive required occupational experience.
d. Obtain, administer and continually upgrade proficiency examinations for granting technical equivalency credit.
e. Advisement with full-time and part-time students about their degree earning plan and/or certification commitments.
f. Supervise required occupational experiences of students who are co-oping in the occupation.
g. Place and supervise student teachers (degree candidates) in the various vocational schools.
h. Advise with professional, technical and general education teachers in the University concerning special competencies required of vocational-industrial and technical teachers.
i. Investigate, evaluate and arrange for technical courses with other institutions and organizations for present vocational-industrial and technical teachers (pursuing degrees) who cannot locally obtain needed courses in their fields.
j. Evaluate the effectiveness of the University's Vocational-Industrial and Technical Teacher Education Program through an organized follow-up of graduates.
k. Actively participate in research activities, writings and conferences as these activities have to do with the promotion of vocational-industrial and technical education.
l. Make recommendations to the State Department of Education regarding improvements in the area of vocational-industrial education including teacher certification.
m. Continue cooperative reciprocity with the Kentucky State Division of Vocational Education, other state universities, and other cooperating agencies.

V. Selection of Students for Teacher Education

CRITERIA FOR ADMISSION TO TEACHER EDUCATION FOR UNDERGRADUATE STUDENTS AT WESTERN KENTUCKY UNIVERSITY (4)

1. Completion and submission of application for admission.

2. Recommendations from individual faculty members under whom student has pursued course work:

   a. Elementary education majors: One recommendation must be from a faculty member in elementary education and one from a faculty member outside of elementary education.
   b. Secondary education majors: One recommendation must be from the faculty member under whom student completed Education 280 (Introduction to Secondary Education) or an approved substitute and from a faculty member in student's major.

3. Recommendation from either the student's high school principal, guidance counselor or classroom teacher under whom he pursued academic courses in grades 9-12.

4. Recommendations from student's major(s) and minor(s) department heads, or from student's advisor in elementary education.

5. Recommendation from Dean of Student Affairs.

6. Recommendation from the Attendance Officer.

7. Recommendation of the Admissions Interviewing Officer.

8. Recommendation from the Director of Admissions to Teacher Education.

9. Approval of the Admission to Teacher Education Committee.

10. Approval and official notification from the Dean of the College of Education of unconditional admission.

    a. Students given conditional permission to apply for student teaching may do this but are not unconditionally admitted to teacher education and are not assigned to student teaching until all conditions for unconditional admission are met.
    b. Students who are disapproved for admission to teacher education may not apply for student teaching.

11. Grade Point Average Requirements:

1. Unconditional admission to teacher education: Overall grade point average of 2.2 or better.

2. Conditional permission to apply for student teaching: Overall grade point average of 2.0 but below 2.2.

3. Disapproval for teacher education: Overall grade point average below 2.0.

4. Before assignment to student teaching:

   a. Student unconditionally admitted to teacher education must have maintained overall grade point average of 2.2 or better.
   b. Student with conditional permission to apply for student teaching must have attained overall grade point average of 2.2 or better.
   c. Student has overall grade point average in major subject(s) of 2.2 or better.
   d. Student has overall grade point average in minor subject(s) of 2.2 or better.
   e. Student has overall grade point average in all required professional education courses of 2.2 or better.

B. Resources Available

This aspect of the study emphasized the resources available for input into the program of vocational teacher education at Western Kentucky University. To put the program in its total perspective some Statewide influences will also be noted.

I. Financial Support

The resource of financial support displays the trend of the money to be put into each of Western's vocational service area teacher education programs. To give a total picture the area of distribution and marketing and health occupations are also included.

TABLE 10

ANTICIPATED FINANCIAL COMMITMENT FOR WKU VOCATIONAL TEACHER EDUCATION PROGRAMS

	1973-74	1974-75	1975-76	1976-77	1977-78
Agricultural Education					
Salaries	$41,870	$44,380	$51,380	$58,800	$66,670
Travel	3,020	3,320	3,650	4,020	4,420
Oper. Costs	1,400	1,540	1,690	1,860	2,050
TOTAL	46,290	49,240	56,720	64,680	73,140
Business & Office					
Salaries	$48,500	$53,500	$59,000	$61,500	$64,000
Travel	2,950	3.050	3,100	3,200	3,300
Oper. Costs	1,300	1,700	2,000	2,250	2,350
TOTAL	52,750	58,250	64,100	66,950	69,650

Home Economics	1973-74	1974-75	1975-76	1976-77	1977-78
Salaries	$28,754	$31,623	$34,784	$36,522	$32,248
Travel	1,500	1,500	1,500	1,500	1,500
Oper. Costs	450	450	450	450	450
TOTAL	30,704	33,573	36,734	38,472	40,198
Trade & Ind.					
Salaries	$33,677	$35,173	$36,931	$45,777	$51,500
Travel	1,500	1,600	1,650	1,750	1,800
Oper. Costs	800	850	900	950	1,100
TOTAL	35,977	37,623	39,481	48,477	54,400
Health Occupations					
Salaries	$18,500	$15,094	$12,438	$10,374	$8,481
Travel	1,000	1,000	1,000	1,000	1,000
Oper. Costs	500	525	551	579	608
TOTAL	20,000	16,619	13,989	11,953	10,089
Distr. & Marketing					
Salaries	$27,450	$30,000	$45,000	$47,500	$50,000
Travel	2,600	2,800	3,200	3,300	3,400
Oper. Costs	1,100	1,200	1,400	1,500	1,600
TOTAL	31,150	34,000	49,600	52,300	55,000
Center for Career & Voc. Ed.					
Salaries	$65,817	$70,896	$76,000	$96,000	$103,000
Travel	1,500	1,700	1,900	2,100	2,300
Oper. Costs	1,000	1,200	1,400	1,600	1,800
TOTAL	$68,317	73,776	79,300	99,700	107,100
Western Kentucky University					
Salaries	$264,568	$280,666	$315,533	$356,473	$381,899
Travel	14,070	14,970	16,000	16,870	17,720
Oper. Costs	6,550	7,465	8,391	9,189	9,958
TOTAL	285,188	303,101	339,924	382,532	409,577

II. Need for Programs

According to the Kentucky State Plan the following professional personnel needs have been identified and are described in Table 11.

TABLE 11

PROJECTED DEMAND FOR VOCATIONAL EDUCATION
PROFESSIONAL PERSONNEL NEEDS

Service Area	1973-74 Staff Required	1973-74 Personnel Available	1973-74 Projected Supply Pre-Service	1973-74 Projected Supply Other	1974-75 Staff Required	1974-75 Personnel Available	1974-75 Projected Supply Pre-Service	1974-75 Projected Supply Other	1975-76 Staff Required	1975-76 Personnel Available	1975-76 Projected Supply Pre-Service	1975-76 Projected Supply Other
Agriculture	304	266	75	5	311	278	65	5	317	290	60	4
Distributive	360	246	10	41	400	302	24	25	452	339	36	25
Health	310	235	0	40	365	245	0	85	455	355	25	75
Consumer & Hmkg.	633	526	204	21	670	548	209	26	713	575	218	37
Vocational Home Ec.	109	73	5	5	126	95	10	5	148	110	20	10
Business & Office	1,235	1,094	86	8	1,309	1,148	95	10	1,389	1,207	95	8
Technical	67	58	0	9	76	68	7	1	88	77	11	0
Trade & Industry	935	717	185	100	1,010	806	150	95	1,058	869	120	90
TOTAL	3,953	3,215	565	229	4,267	3,490	560	252	4,620	3,822	585	249

Source: Kentucky State Plan

The approved institutions to prepare vocational personnel in the Commonwealth are: (12, pp. 85-88)

Agricultural Education
- University of Kentucky
- Morehead State University
- Murray State University
- Western Kentucky University

Business and Office Education
- University of Kentucky
- Eastern Kentucky University
- Kentucky State College
- Morehead State University
- Murray State University
- University of Louisville
- Western Kentucky University

Home Economics Education
- University of Kentucky
- Berea College
- Eastern Kentucky University
- Kentucky State College
- Morehead State University
- Murray State University
- University of Louisville
- Western Kentucky University

Trade and Industrial Education
- University of Kentucky
- Eastern Kentucky University
- Morehead State University
- Murray State University
- Western Kentucky University

III. State Influence by Certification

The following requirements are made by the Kentucky State Department of Education for minimum certification standards.

Provisional High School Certificate

The Provisional High School Certificate shall be issued upon the completion of a four-year program of teacher preparation including the bachelor's degree, which has been developed by the teacher education

institution and approved by the State Board of Education as meeting the curriculum guidelines and other pertinent legal requirements.

Curriculum Guidelines for the
Provisional High School Certificate

General Education - 45 semester hours
- Communications and Humanities - 18 hours
- Mathematics and Natural Science - 12 hours
- Social Science - 12 hours
- Health and Physical Education - 3 hours

Professional Preparation - 17 semester hours
- Human Growth and Development & the Curriculum - 3-6 hours
- Introduction to Education and/or School Organization 2-6 hours
- Fundamental Processes and Learning Materials - 2-6 hours
- Student Teaching - 8 hours

Specialization

Each curriculum shall require an area of concentration with a minimum of 48 semester hours exclusive of courses in methods; or two majors; or one major and two minors; or one major and one minor when credit in both is 48 semester hours exclusive of courses in methods.

Curriculum Guidelines for the
Provisional High School Certificate
for Vocational Agriculture

Professional Agriculture Education - 17 semester hours

Methods - 9 hours
- High School students
- Young people & Adults

Student teaching - 8 hours

Technical subject matter - 50 semester hours

6 Semester hours in each of the following
- Animal Science
- Plant and Horticulture Science
- Soil Science
- Agricultural Economics (including farm management)
- Agricultural Mechanics

Occupational Experience

Three full years of farm experience after the age of 14 years. (This point shall be determined by the teacher training staff.)

Specialization for the
Provisional High School Certificate;
Areas of Concentration Business Education (Commerce)

Professional Business Education

A course in business education (methods and materials) shall be in addition to the 48 semester hours required in subject matter course.

Technical subject matter - 48 semester hours
Accounting - 8 hours
Secretarial practice - 14 hours
General business - 18 hours
Commerce electives - 8 hours

Occupational Experience

One year of business or office experience in the specific field the applicant will teach.

Curriculum Guidelines for the
Provisional High School Certificate for
Vocational Home Economics

Professional Home Ec. Education - 18 semester hours minimum of one course in home economics methods, 8 hours in directed teaching in home economics, and instruction in adult education for homemakers.

Technical subject matter - 48 semester hours
Clothing and textiles - 9 hours
Family Economics & Home Management - 7 hours
Family Relations & Child Development - 8 hours
Foods and Nutrition - 9 hours
Health & Home Care of the Sick - 2 hours
Housing, Home Furnishing, Equipment - 9 hours
Elective in Home Economics - 4 hours

Occupational Experience

Home making experiences: Prospective teachers shall have some practical experiences with managerial responsibilities in a home.

Residence in home management house: Prospective teachers shall have not less than six weeks of directed experience in a home management house.

Directed experiences with children: prospective teachers shall have had experience in observing and working with pre-school children during the time they are taking work in child development.

Community experiences: The prospective teacher shall have had experience in making community contacts which will enable her to be aware of other educational opportunities such as, working with PTA and working with community program of recreation and health, etc.

Work experiences: Prospective teachers shall be encouraged to get some work experience under guidance that will help to develop home making skills and an insight into problems of wage earners.

Curriculum Guidelines for the
Provisional High School Certificate for
Vocational Industrial and Technical Education

Professional Industrial Education - 18 semester hours
- Methods in industrial education
- Principles of Trade & Industrial Teaching
- Trade and Job Analysis
- Instructional Materials
- Student Teaching

Technical subject matter - 48 semester hours

To include laboratory courses in the area which the individual proposes to teach.

A maximum of 18 semester hours credit may be allowed by proficiency examination.

A maximum of 6 semester hours credit may be allowed for supervised work expeirence.

Occupational work experience

A minimum of 2,000 clock hours of planned and supervised work experience shall be required in the occupation for which the person plans to teach.

IV. Faculty Time Available

Table 12 indicates the University faculty time in fulltime staff equivalents which will be available for the 1973-74 school year.

TABLE 12

THE AMOUNT OF STAFF TIME AVAILABLE IN 1973-74
FOR EACH WKU VOCATIONAL SERVICE AREA
TEACHER EDUCATION PROGRAM(S)

Service Area	Staff Fulltime Equivalent
Agricultural Education	1.85
Business & Office Education	1.95
Home Economics Education	2.00
Trade & Industry Education	2.00
Distribution & Marketing	0.50
Health Occupations	1.00
Center for Career & Vocational Teacher Education	5.25

V. University Facilities

Library

Western Kentucky University has a total of seven libraries and resource centers with a total of more than 465,000 volumes. (11,p.7)

Audio-Visual

Available from the audio-visual centers at Western are 3,600 films; 1,128 filmstrips; and 325 videostapes. Many of the aides are appropriate to teacher education.

Physical Facilities

All vocational teacher education programs appear to meet minimal standards for the availability of adequate physical facilities. The agricultural education and industrial education programs will move to a new Environmental Science Building in the fall of 1975.

C. Process Evaluation

This aspect of the study analyzed the evaluation of the process of teacher education by first year teachers, education graduates not teaching, and by pre-service students taking the same professional education courses. The results of this aspect of the study are reported in Tables 13-21.

TABLE 13

EVALUATION OF PREPARATION BY VISITED TEACHERS

SERVICE AREA	PROFESSIONAL EDUCATION*	METHODS	STUDENT TEACHING	SUBJECT MATTER
Agriculture	1.33[a]	1.20	1.00	1.80
Business & Office	2.85	1.57	1.28	1.82
Home Economics	2.57	1.57	1.71	2.14
Trade & Industry	1.50	1.00	1.00	1.25
Average	2.26	1.41	1.35	1.74

*Does not include methods or student teaching.
[a]1 = Very Good
4 = Very Poor

TABLE 14

EVALUATION OF PREPARATION BY TEACHERS
AS SURVEYED BY MAIL QUESTIONNAIRE

Service Area	Professional Education*	Methods	Student Teaching	Subject Matter
Agriculture	2.00[a]	2.00	2.00	2.00
Business & Office	2.50	1.50	2.00	2.25
Home Economics	2.33	1.66	1.33	2.16
Trade & Industry	2.00	--	--	2.00
Average	2.31	1.67	1.67	2.15

*Does not include methods or student teaching.
[a]1 = Very Good
4 = Very Poor

TABLE 15

EVALUATION OF PREPARATION BY GRADUATES NOT TEACHING

Service Area	Professional Education*	Methods	Student Teaching	Subject Matter
Agriculture	2.11[a]	1.66	1.33	1.77
Business & Office	2.30	1.46	1.46	1.84
Home Economics	2.46	1.28	1.61	2.00
Trade & Industry	--	--	--	--
Average	2.31	1.48	1.48	1.88

*Does not include methods or student teaching.
[a]1 = Very Good
4 = Very Poor

TABLE 16

RATINGS BY VISITED TEACHERS OF PROFESSIONAL EDUCATION COURSES

COURSES	USEFULNESS OF COURSE[a]					QUALITY OF INSTRUCTION[b]				
	Agr.	B&O	H.E.	T&I	Avg.	Agr.	B&O	H.E.	T&I	Avg.
Introduction to Education	2.25	2.85	3.00	-	2.78	2.33	2.00	2.14	-	2.12
Human Growth & Development	-	2.14	2.33	-	2.20	-	1.85	1.66	-	1.80
Test & Measurements	1.25	1.71	2.00	-	1.72	1.33	1.85	1.42	-	1.59
Materials & Methods	1.20	1.14	1.28	1.00	1.20	1.50	1.00	1.33	1.00	1.22
Student Teaching	1.00	1.00	1.42	-	1.16	1.00	1.42	1.57	-	1.39
Audio-Visual Aids	2.00	3.00	-	1.00	2.00	2.00	2.00	-	1.00	1.75
Adult Methods	1.40	3.00	1.33	1.00	1.46	1.50	3.00	1.33	1.00	1.50

[a] 1 = Great Value
4 = Useless

[b] 1 = Very Good
4 = Very Poor

TABLE 17

RATINGS BY TEACHERS OF PROFESSIONAL EDUCATION COURSES AS SURVEYED BY MAIL QUESTIONNAIRE*

COURSES	USEFULNESS OF COURSE[a]				QUALITY OF INSTRUCTION[b]			
	Agr.	B&O	H.E.	Avg.	Agr.	B&O	H.E.	Avg.
Introduction to Education	2.00	3.33	3.00	2.90	1.50	1.66	2.80	2.20
Human Growth & Development	3.00	2.66	2.33	2.57	3.00	1.33	2.00	1.86
Test & Measurements	1.00	2.25	1.80	1.82	1.00	2.25	2.00	1.91
Materials & Methods	1.50	1.25	1.66	1.50	2.50	1.50	1.50	1.67
Student Teaching	1.00	1.00	1.66	1.33	1.50	1.25	1.50	1.42
Audio-Visual Aids	1.00	1.66	2.00	1.75	2.00	2.33	1.75	2.00
Adult Methods	2.00	--	2.00	2.00	2.00	--	1.80	1.86

[a] 1 = Great Value
4 = Useless

[b] 1 = Very Good
4 = Very Poor

* No one in T&I was in this sample

TABLE 18

RATINGS BY GRADUATES NOT TEACHING OF PROFESSIONAL EDUCATION COURSES

COURSES	USEFULNESS OF COURSE[a]				QUALITY OF INSTRUCTION[b]			
	Agr.	B&O	H.E.	Avg.	Agr.	B&O	H.E.	Avg.
Introduction to Education	2.33	2.66	2.89	2.58	1.66	2.66	2.89	2.00
Human Growth & Development	2.00	2.83	2.00	2.40	2.00	2.50	2.50	2.46
Test & Measurements	1.75	1.92	2.15	1.97	1.65	2.00	1.83	1.84
Materials & Methods	1.66	1.23	1.30	1.37	1.55	1.30	1.33	1.38
Student Teaching	1.11	1.30	1.46	1.31	1.11	1.92	2.27	1.81
Audio Visual Aids	1.60	1.71	1.25	1.56	1.60	2.14	1.00	1.73
Adult Methods	1.66	--	2.00	1.83	1.94	--	1.50	1.64

[a] 1 = Great Value
4 = Useless

[b] 1 = Very Good
4 = Very Poor

* No one in Trades & Industry in this sample

TABLE 19

RATINGS BY VISITED TEACHERS AS TO THE QUALITY OF INSTRUCTION PROVIDED FOR PROBLEMS ENCOUNTERED

Problems	Agriculture	Business & Office	Home Economics	Trade & Industry	Average
Developing rapport with students	2.00[a]	2.42	2.71	1.50	2.35
Teaching gifted students	2.20	2.42	2.42	1.33	2.23
Teaching below average students.	1.80	3.14	2.85	1.66	2.36
Teaching mentally handicapped students	2.25	3.14	3.40	3.00	3.00
Teaching physically handicapped students	2.25	3.14	3.40	2.50	2.94
Teaching disrespectful students	2.20	3.00	2.85	1.66	2.59
Teaching students of varying socio-economic levels	2.00	2.28	2.28	1.33	2.09
Maintaining discipline	1.80	1.71	3.00	1.66	2.14
Motivating students	1.40	2.00	2.14	1.33	1.82
Faculty relationships	1.80	2.42	2.00	1.50	2.05
Relationship with administration	2.00	2.42	1.83	1.50	2.05

(next page)

TABLE 19 (con't)

RATINGS BY VISITED TEACHERS AS TO THE QUALITY OF INSTRUCTION PROVIDED FOR PROBLEMS ENCOUNTERED

Problems	Agriculture	Business & Office	Home Economics	Trade & Industry	Average
Relationship with parents	1.60	2.28	2.33	1.00	2.00
Relationship with people in community	1.40	2.71	2.00	1.33	2.00
Test Preparation and Use	1.20	1.57	1.57	1.33	1.45
Techniques of evaluating student performance	2.20	2.00	1.57	1.00	1.77
Various teaching techniques	2.00	1.85	1.57	1.33	1.73
Use of audio-visual aids	1.40	2.14	1.71	1.00	1.68
Self-evaluation of teaching	1.80	2.57	2.14	1.00	2.10
Lesson planning	1.20	1.57	1.28	1.00	1.32
Program planning	1.60	2.57	1.85	1.00	1.95

[a]1 = No problem 4 = Severe Problem

TABLE 20

RATINGS BY VISITED TEACHERS AS TO THE SERIOUSNESS OF PROBLEMS ENCOUNTERED

Problems	Agriculture	Business & Office	Home Economics	Trade & Industry	Average
Developing rapport with students	1.60[a]	1.28	2.28	2.00	1.78
Teaching gifted students	1.80	1.57	1.71	2.00	1.67
Teaching below average students	2.74	2.74	3.00	2.20	2.50
Teaching mentally handicapped students	2.00	1.28	1.85	1.33	1.70
Teaching physically handicapped students	1.50	1.14	1.33	1.00	1.25
Teaching disrespectful students	2.00	2.00	3.14	2.40	2.42
Teaching students of varying socio-economic levels	1.80	1.42	3.42	2.00	2.13
Maintaining discipline	1.80	1.68	3.00	2.40	2.17
Motivating students	2.00	2.28	3.28	2.40	2.54
Faculty relationships	1.80	2.42	2.00	2.20	1.52
Relationship with administration	1.00	1.28	2.00	2.00	1.58

(next page)

TABLE 20 (con't)

RATINGS BY VISITED TEACHERS AS TO THE SERIOUSNESS OF PROBLEMS ENCOUNTERED

Problems	Agriculture	Business & Office	Home Economics	Trade & Industry	Average
Relationship with parents	1.20	1.28	1.89	1.80	1.50
Relationship with people in community	1.00	1.28	1.57	1.80	1.42
Test preparation and use	1.40	1.28	2.14	2.40	1.79
Techniques of evaluating student performance	2.00	1.85	2.28	2.20	2.08
Various teaching techniques	1.60	1157	2.42	2.20	1.96
Use of audio-visual aids	1.20	1.42	2.28	1.80	1.71
Self-evaluation of teaching	1.40	2.14	2.14	2.40	2.04
Lesson planning	1.40	1.28	2.28	2.40	1.83
Program planning	1.40	1.85	2.14	2.00	1.88

[a]1 = No problem 4 = Severe problem

TABLE 21

RATINGS BY PRESERVICE STUDENTS OF PROFESSIONAL EDUCATION COURSES

Course	$\bar{X}$ rating*	S
Human Growth & Development	103.72	21.36
Introduction to Secondary Education	100.07	24.96
Tests and Measurements	109.84	27.23
Vocational Methods	83.85	19.50
Agr. Education Methods	86.00	15.11
Business and Office Methods	83.33	16.35
Home Economics Methods	87.12	12.96
Trade and Industry Methods	67.57	15.69
Vocational Adult Methods	85.65	14.78
Agr. Education Adult Methods	83.14	14.18
Business and Office Adult Methods	79.61	12.06
Home Economics Adult Methods (1st bi term)	96.11	18.26
Home Economics Adult Methods (2nd bi term)	103.09	16.94

*Rating based on a scale of 50-200 with 50 being most favorable and 200 being most unfavorable.

D. PRODUCT EVALUATION

This phase of the evaluation process emphasized the collection of data concerning the product - first year teachers or in the case of Trades and Industry, first year teachers presently enrolled in one or more education courses - of the teacher education programs was emphasized. Data were collected from the vocational teachers, from students of the teachers, from peers and supervisors of the teachers, and from project staff observers.

Tables 22-39 refer only to visited teachers. The averages determined in tables 22-36 were determined by two different methods. The percentage involvement for all vocational teachers was determined by dividing an N = 4 service areas into the total percentage from all service areas. The other variables including administrator ratings were averaged by dividing the N responding into the total for that variable. For example, it is reported in table 22 that the average rating by administrators on the importance of the vocational teacher completing an annual budget is 3.67. This average was found by dividing the number of administrator respondents into the total of all administrator ratings.

TABLE 22

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF COMPLETING AN ANNUAL DEPARTMENTAL BUDGET

Service Area	% Involvement	Tools	Equipment	Reference Books	Consumable Supplies	Travel	Other	Admin. Rating
Agriculture	100	3	3	2	2	3	0	4.00[a]
Business & Office	43	0	3	2	3	2	1	4.50
Home Economics	71	4	5	4	5	4	2	4.20
Trade & Industry	29	2	2	2	1	1	0	2.83
Average	60							3.67

[a]1 = Unimportant 5 = Very Important

TABLE 23

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF COLLECTING FOLLOW-UP DATA

SERVICE AREA	% INVOLVEMENT	PERCENTAGE OF GRADUATES	ADMINISTRATOR RATING
Agriculture	60	50	4.58[a]
Business & Office	14	55	3.66
Home Economics	0	--	4.00
Trade & Industry	57	55	4.83
Average	32	52.5	4.14

[a]1 = Unimportant 5 = Very Important

TABLE 24

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF PROVIDING FOR SAFETY OF STUDENTS

SERVICE AREA	% INVOLVEMENT	APPAREL	FIRST AID EQUIPMENT	INSTRUCTION	ADMINISTRATOR RATING
Agriculture	100	5	3	5	4.00[a]
Business & Office	43	0	2	3	3.83
Home Economics	86	3	6	6	4.00
Trade & Industry	71	4	5	5	4.50
Average	75				4.14

[a]1 = Unimportant 5 = Very Important

TABLE 25

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF INVENTORYING AND SERVICING TOOLS AND EQUIPMENT

SERVICE AREA	% INVOLVEMENT	INVENTORY	SERVICE	ADMINISTRATOR RATING
Agriculture	100	4	4	4.25[a]
Business & Office	71	5	4	3.83
Home Economics	86	6	4	3.40
Trade & Industry	86	5	4	5.00
Average	85			4.14

[a]1 = Unimportant 5 = Very Important

TABLE 26

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING
OF ENROLLMENT IN UNIVERSITY COURSES

SERVICE AREA	% INVOLVEMENT	GRADUATE HRS.	UNDERGRAD. HRS.	ADMINISTRATOR RATING
Agriculture	100	5.2	0	4.25[a]
Business & Office	43	5	0	4.00
Home Economics	0	0	0	3.80
Trade & Industry	100	3	5.0	4.66
Average	60	4.8	5.0	4.19

a 1 = Unimportant 5 = Very Important

TABLE 27

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF PLACING CO-OP STUDENTS IN WORK STATIONS

SERVICE AREA	% INVOLVEMENT	NO. OF STUDENTS PLACED	CONTRACT	WORK PERMIT	ADMINISTRATOR RATING
Agriculture	40	8.5	2	13	4.16[a]
Business & Office	0	0	0	0	3.66
Home Economics	14	9	0	4	4.00
Trade & Industry	0	2	0	0	4.66
Average	13	7.0			4.10

[a]1 = Unimportant 5 = Very Important

TABLE 28

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF CONDUCTING ADULT COURSES

SERVICE AREA	% INVOLVEMENT	# COURSES	# ADULTS	ADMIN. RATING
Agriculture	60	1	18.0	4.50[a]
Business & Office	43	1	17.0	3.00
Home Economics	57	1	15.5	4.20
Trade & Industry	43	1	6.0	3.33
Average	51	1	14.92	3.66

a 1 = Unimportant 5 = Very Important

TABLE 29

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF COMPLETING STATE REPORTS

SERVICE AREA	% INVOLVEMENT	MILEAGE	OTHER	ADMIN. RATING
Agriculture	100	5	2	4.50[a]
Business & Office	29	2	1	3.00
Home Economics	43	3	0	4.20
Trade & Industry	57	2	0	3.33
Average	57			3.66

a 1 = Unimportant 5 = Very Important

TABLE 30

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF HAVING ADVISORY COUNCILS

SERVICE AREA	% INVOLVEMENT	NO. OF MEETINGS	NO. OF MEMBERS	ADMIN. RATING
Agriculture	20	1	7	3.5[a]
Business & Office	29	3.5	5	3.6
Home Economics	0	-	-	3.2
Trade & Industry	14	2	5	4.8
Average	15	2.5	5.5	3.8

[a] 1 = Unimportant 5 = Very Important

TABLE 31

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF CONDUCTING A COMMUNITY SURVEY

SERVICE AREA	% INVOLVEMENT	PEOPLE CONTACTED	ADMIN. RATING
Agriculture	100	43	3.75[a]
Business & Office	14	6	2.80
Home Economics	43	16	1.0
Trade & Industry	29	5.5	3.83
Average	46.5	21.5	3.55

[a]1 = Unimportant 5 = Very important

TABLE 32

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF CONDUCTING HOME VISITS

SERVICE AREA	% INVOLVEMENT	AVERAGE # OF VISITS STUDENT	ADMIN. RATING
Agriculture	100	1.8	4.00[a]
Business & Office	0	0	2.50
Home Economics	57	1	4.20
Trade & Industry	14	0	3.70
Average	42	1.5	3.33

[a] 1 = Unimportant 5 = Very Important

TABLE 33

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF INFORMING THE PUBLIC ABOUT PROGRAMS

SERVICE AREA	% INVOLVEMENT	# NEWS ARTICLES	# RADIO	BROCHURE	OTHER	ADMIN. RATING
Agriculture	100	6.3	1.0	3	1	4.25[a]
Business & Office	43	5.5	1.5	3	1	3.50
Home Economics	86	1.5	0	2	1	4.20
Trade & Industry	43	2.0	2.0	2	0	4.00
Average	68	3.6	1.4			3.95

[a]1 = Unimportant 5 = Very Important

TABLE 35

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF JOINING PROFESSIONAL ORGANIZATIONS

SERVICE AREA	% INVOLVEMENT	# ORGANIZATIONS	ADMIN. RATING
Agriculture	100	2.5	4.25[a]
Business & Office	43	4.5	3.66
Home Economics	71	4	4.40
Trade & Industry	43	2	4.33
Average	64	3.3	4.14

[a]1 = Unimportant 5 = Very Important

TABLE 34

TEACHER INVOLVEMENT WITH AND ADMINISTRATOR RATING OF ADVISING STUDENT VOCATIONAL ORGANIZATIONS

SERVICE AREA	% INVOLVEMENT	ORGANIZATION	NO. OF MEETINGS	NO. OF CONTESTS	NO. HOLDING BANQUET	ADMIN. RATING
Agriculture	100	FFA	11	10	4	4.25[a]
Business & Office	14	FBLA	9	3	1	3.83
Home Economics	71	FHA	11	0	5	3.80
Trade & Industry	29	VICA	9	2.5	0	4.50
Average	53.5		10.4	7.2		4.10

[a]1 = Unimportant 5 = Very Important

TABLE 36

STUDENT RATING OF TEACHER CHARACTERISTICS

CHARACTERISTIC	AGRICULTURE	BUSINESS & OFFICE	HOME ECONOMICS	TRADE & INDUSTRY	AVERAGE
Friendly - Cheerful	3.16[a]	3.67	3.44	3.41	3.44
Knowledgeable-Unconfused	3.19	3.53	3.44	3.52	3.44
Lively - Interesting	2.86	3.12	2.89	3.09	3.01
Firm Control	2.53	2.81	2.68	3.08	2.80
Non-Directive	2.61	2.46	2.69	2.79	2.64
Overall	2.87	3.11	3.02	3.17	3.06

[a]1 = Lowest Rating 4 = Highest Rating

TABLE 37

SUMMARY INFORMATION OBTAINED FROM THE CLASSROOM OBSERVATION RECORD

CHARACTERISTIC	AGRICULTURE EDUCATION	BUSINESS & OFFICE	HOME ECONOMICS	TRADE & INDUSTRY	AVERAGE
STUDENT					
Apathetic - Alert	4.00[a]	5.57	5.00	5.42	5.08
Obstructive - Responsive	4.00	5.42	4.71	5.71	5.04
Uncertain - Confident	4.60	5.14	4.57	5.42	4.92
Depending - Iniating	3.80	5.00	4.28	5.00	4.58
TEACHER					
Partial - Fair	4.80	5.57	5.85	5.85	5.58
Autocratic - Democratic	4.80	5.14	5.44	5.71	5.12
Aloof - Responsive	5.20	6.28	5.57	5.85	5.77
Restricted - Understanding	4.80	6.14	6.14	5.85	5.85
Harsh - Kindly	4.80	6.14	6.97	5.85	5.81
Dull - Stimulating	4.00	5.14	5.28	4.85	4.88
Stereotyped - Original	4.20	5.14	5.42	4.85	4.96
Apathetic - Alert	5.20	6.28	5.71	6.14	5.88
Unimpressive - Attractive	5.80	6.42	6.42	6.14	6.23
Evading - Responsible	4.80	6.14	5.71	5.28	5.54
Erratic - Steady	4.80	6.00	5.00	5.71	5.42
Excitable - Poised	5.20	6.42	5.71	5.85	5.85
Uncertain - Confident	5.00	6.00	5.85	5.42	5.62
Disorganized - Systematic	3.80	6.00	6.00	5.71	5.27
Inflexible - Adaptable	4.40	5.85	5.42	5.28	5.31
Pessimistic - Optimistic	4.80	6.28	5.00	5.85	5.54
Immature - Integrated	4.60	6.00	5.42	5.28	5.38
Narrow - Broad	5.20	5.71	5.42	4.57	5.23
Total	4.70	5.80	5.78	5.52	5.64

[a] 1 = Most Unfavorable rating
7 = Most Favorable Rating

TABLE 38

RATIOS ESTABLISHED BY USE OF INTERACTION ANALYSIS FOR VISITED TEACHERS

COMPARISON	AGRICULTURE EDUCATION	BUSINESS & OFFICE EDUCATION	HOME ECONOMICS EDUCATION	TRADE & INDUSTRY EDUCATION	VOCATIONAL TEACHERS AVERAGE
Classroom $\frac{i}{d}$[a]	.74	.54	1.16	.97	.71
$\frac{I}{D}$[b]	.41	.40	.64	.40	.45
Student Talk / Teacher Talk	.28	.48	.75	.22	.42
Silence / Total	.40	.13	.10	.07	.22
Lecture / Total	.26	.31	.24	.48	.30
Laboratory Small Group / Total	.48	.36	.67	.64	.56
Large Group / Total	.10	.12	.01	.00	.05
Demonstration / Other Instruction	.43	.06	.36	.54	.32

a $\frac{i}{d}$ = (teacher) accepts feelings + praise + accepts student ideas / (teacher) corrective feedback + gives directions + criticism

b $\frac{I}{D}$ = $\frac{i}{d}$ + asks questions + answers student questions / lecture

TABLE 39

TEACHER EVALUATION BY PEERS AND SUPERVISOR

SERVICE AREA	SUBJECT MATTER COMPETENCE		RELATIONS WITH STUDENTS		ASSIGNMENTS & EXPECTATIONS		CLASSROOM EFFECTIVENESS	
	PEER	SUPERVISOR	PEER	SUPERVISOR	PEER	SUPERVISOR	PEER	SUPERVISOR
Agriculture	4.25[a]	4.25	4.63	4.25	4.25	4.50	4.25	4.25
Business & Office	4.50	4.00	4.41	4.43	4.25	4.00	4.17	4.14
Home Economics	4.58	4.67	4.00	4.50	4.08	4.33	3.75	4.33
T & I	4.50	3.83	4.71	4.67	4.36	3.67	4.29	3.67
Average	4.48	4.18	4.43	4.48	4.44	4.09	4.11	4.09

[a] 1 = Lowest Rating

5 = Highest Rating

TABLE 40

REASONS GIVEN BY VOCATIONAL TEACHER EDUCATION GRADUATES FOR NOT TEACHING

REASONS	% AGRICULTURE	% BUSINESS & OFFICE	% HOME ECONOMICS	% AVERAGE
Do not feel prepared	0	0	0	0
Could not find a teaching position	33.3	46.1	78.5	55.5
I did not like teaching	0	7.6	14.2	8.3
I never intended to teach	0	0	0	0
I can make more money in other fields	33.3	30.7	14.2	25.0
I got married and have family responsibilities	11.1	7.6	0	5.6
I am attending graduate school	44.4	0	14.2	16.6
Other	33.3	30.7	21.3	27.8
Waiting for a position in a particular school				
Waiting for vocational approval				
Took another job first				
Transitory person				

TABLE 41

DESCRIBED OUTLOOK BY NON-TEACHING GRADUATES CONCERNING THE POSSIBILITY OF TEACHING IN THE FUTURE

COMMENTS	% AGRICULTURE	% BUSINESS & OFFICE	% HOME ECONOMICS	% AVERAGE
I am seeking a teaching position	50.0	14.3	35.6	30.6
I will seek a teaching positon next fall	12.5	14.3	7.1	11.1
I will seek a teaching position in 3-5 years	25.0	21.4	21.4	22.2
I will seek a teaching position in 10-20 years	0	14.3	21.4	13.9
I will probably never seek a teaching position	12.5	21.4	7.1	13.9
Other	0	7.1	14.2	8.3
Cannot decide about teaching as a profession				
Satisfied with present job				

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations were reached as a result of conducting the study and as a result of analyzing the data collected.

CONCLUSIONS

1. To facilitate continuous evaluation of the vocational teacher education program at Western Kentucky University, this model or one similar to it should be institutionalized and adopted for permanent use.

2. This model of teacher education evaluation is a useable model when the following premises are accepted (1) product evaluation should be emphasized, (2) the product of a teacher education program is the classroom teacher, (3) classroom teachers should emphasize indirect teaching methods, (4) classroom teachers should create a learning situation which has a favorable affective environment.

3. In order to facilitate the utilization of departmental objectives in the evaluation process, these objectives should focus more precisely on the teachers prepared by the departments. The objectives should answer questions referring to the attributes of the professionally prepared vocational teachers and what he or she should be able to accomplish.

4. A system for completing annual and long range budgets which creates greater compatibility for comparison purposes is needed. With the present system it is most difficult to compare departments.

5. Continued emphasis needs to be placed on working with beginning teachers in an inservice fashion. Specifically, the most favorable responses from the visited teachers when rating professional education courses were given to the inservice courses taught in the area of trades and industry.

6. Products of the teacher education programs should be followed up by their alma mater, even if the products are not enrolled in graduate and inservice courses. The teachers surveyed in this study expressed favorable reaction to receiving attention from their institution of preparation. If finances do not permit an extensive personal follow-up - a mail questionnaire follow-up would be beneficial.

7. Visited vocational teachers utilized directive methods of teaching more than they utilized indirect methods of teaching.

8. The more frequently teachers participated in educational activities outside the classroom the less frequently they were rated as an effective classroom teacher by their students and by project observers.

9. Peers and supervisors of the visited vocational teachers tended not to discriminate between teachers. The tendency on their part was to evaluate all of the teachers in a similiar fashion, they did not discriminate between effective and ineffective teachers as perceived by students and observers.

10. Students of the vocational teachers and project observers did discriminate between teachers in evaluating their effectiveness.

11. Grade point averages segregated into major GPA, professional education GPA, and student teaching grade have a total of 13 significant correlation coefficients when correlated with variables other than themselves. Of these 13 significant correlations, three were negative.

RECOMMENDATIONS FOR FURTHER STUDY

1. The laboratory observation code should add one additional code number which recognizes the observation of students by the teacher while he or she is at his or her desk.

2. Additional vocational teacher education programs in the Commonwealth of Kentucky and in other states should utilize this evaluation purposes.

3. This model should be considered for use in evaluating competency-based teacher education programs as well as traditional teacher education programs and should be utilized as a basis of comparison between the two programs.

4. The effect of utilizing interaction analysis as a pre-service and in-service educational technique should be further explored.

APPENDIX A

STUDENT EVALUATION OF TEACHING

D. J. VELDMAN and R. F. PECK

TEACHER'S LAST NAME: _____

SUBJECT: _____

SCHOOL: _____

CIRCLE THE RIGHT CHOICES BELOW

Teacher's Sex: M F

My Sex: M F

My Grade Level:

3 4 5 6 7 8 9 10 11 12

DO NOT USE

CIRCLE ONE OF THE FOUR CHOICES IN FRONT OF EACH STATEMENT.
THE FOUR CHOICES MEAN:

F = Very Much False
f = More False Than True
t = More True Than False
T = Very Much True

This Teacher:

F f t T	is always friendly toward students.
F f t T	knows a lot about the subject.
F f t T	is never dull or boring.
F f t T	expects a lot from students.
F f t T	asks for students' opinions before making decisions.
F f t T	is usually cheerful and optimistic.
F f t T	is not confused by unexpected questions.
F f t T	makes learning more like fun than work.
F f t T	doesn't let students get away with anything.
F f t T	often gives students a choice in assignments.

APPENDIX B

Teacher Evaluation

by

Peer/Supervisor

Name of Teacher Evaluated _____ School _____

Grade or Subject Taught _____

Please check the appropriate items about yourself

☐ Female ☐ Male

☐ Peer (Colleague) ☐ Administrator or Supervisor

As a part of the continuing evaluation of select faculty of this School you are being asked to evaluate one of your fellow faculty members. Please answer the following items as candidly and consisely as possible. You may use the back of this page if additional space is needed.

1. What are your particular qualifications for evaluating this person?

2. Assuming this person is eligible, would you recommend promotion?
   Yes No Comment:

3. Assuming this person is eligible for tenure, would you recommend tenure?
   Yes No Comment:

4. Assuming this person is eligible for reappointment as a probationary faculty member, would you recommend reappointment?
   Yes No Comment.

Teaching is the most important task of the school In order to help the school to be informed regarding the quality of its teaching, you are requested to indicate your opinion of this instructor's performance in the four important dimensions of teaching described on the following pages. The highest rating is number 5; the lowest is number 1. Please encircle the number that represents your opinion of the instructor. Three of the five ratings for each dimension are described by words and phrases printed to the left of the numbers. The intermediate numbers may also be used for the expression of your opinions.

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Subject Matter Competence	Thorough, broad, and accurate knowledge of theory and practice; very able to organize, interpret, explain and illustrate concepts and relationships.	5
		4
	Adequate understanding; most interpretations and explanations are clear	3
		2
	Knowledge of subject is limited; does not give clear explanations and illustrations.	1
Relations with Students	Excellent rapport; feeling of good-will prevails; very interested in students; easily approached; students are challenged yet individuality is respected.	5
		4
	Adequate rapportl shows some interest in students; usually approachable; students are encouraged to participate; shows some sense of humor	3
		2
	Seems unfriendly and unresponsive; impatient; sometimes antagonizes students; too busy to be helpful.	1

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
Appropriateness of Assignments and Academic Expectations	Assignments are challenging; he allows for differences of ability but expects superior achievement; stresses important topics and concepts and avoids giving time to trivial details; demands critical and analytical thought; tests seem valid.	5
		4
	Most assignments are clear, reasonable and related to class work; expects understanding not memorization; recognizes individual differences among students but generally seems to ignore them; tests are usually related to assignments and class work.	3
		2
	Assignments are unrealistic, often not clear, not related to class work; students do not know what the teacher expects; tests seem unrelated to assignments and class work.	1
Overal Classroom Effectiveness	Lessons are carefully planned and show definite purpose; words come easily; well-organized ideas and concepts are clearly related; enthusiastic and stimulating; raises thought provoking questions; discussions are lively; pleasing manner, free from annoying mannerisms.	5
		4
	Usually well-prepared, purposes are usually clear; presentations are fairly well-organized; encourages student participation; objectionable mannerisms are not serious or numerous; asks some good questions.	3
		2

DIMENSIONS OF TEACHING	DESCRIPTIVE WORDS AND PHRASES	RATING
	Lessons not planned, purposes are lacking or vague; relationships of concepts are not explained; asks few questions; subject seems uninteresting to him; repeatedly exhibits annoying mannerisms.	1

You may wish to comment further on this instructor's teaching performance. If so, you may use the space below and the back of this page.

APPENDIX C

Category Number		Description of Verbal Behavior
1	T	ACCEPTS FEELING: accepts and clarifies the feeling and tone of students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are also included.
2	E A	PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension not at the expense of another individual, nodding head or saying "uh-huh" or "go on" are included.
3	C H	ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building on, developing and accepting ideas of students.
4	E	ASKS QUESTIONS: asking a question about content or procedure with the intent that the student should answer.
5	R	ANSWERS STUDENT QUESTIONS: direct answers to questions regarding content or procedure asked by students.
6	T	LECTURES: giving facts or opinions about content or procedures; expressing his own ideas; asking rehotorical questions.
7	A L	CORRECTIVE FEEDBACK: telling a student that his answer is wrong when the incorrectness of the answer can be established by other than opinion, i.e., empirical validation, definition or custom.
8	K	GIVES DIRECTIONS: directions, commands or orders to which a student is expected to comply.
9		CRITICIZES OR JUSTIFIES AUTHORITY: statements intended to change student behavior from a non-

Summary of the 14 Categories in the Observational System for the Analysis of Classroom Instruction.

		acceptable to an acceptable pattern; bawling out someone; stating why the teacher is doing what he is doing so as to achieve or maintain control; rejecting or criticizing a student's opinion or judgment.
10	STUDENT TALK	STUDENT TALK: talk by students in response to requests or narrow teacher questions. The teacher initiates the contact or solicits student's statement.
11	STUDENT	STUDENT QUESTIONS: questions concerning content or procedure that are directed to the teacher.
12	SILENCE	DIRECTED PRACTICE OR ACTIVITY: non-verbal behavior requested or suggested by the teacher. This category is also used to separate student to student response.
13	SILENCE	DEMONSTRATION: silence during periods when visual materials are being shown or when non-verbal demonstration is being conducted by the teacher
14	SILENCE	SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Coding for laboratory situation

15. Teacher not present or teacher present and not moving among students.

16. Teacher moving among students and observing them.

17. Teacher demonstrating a correct procedure to a student or a small group of students.

18. Teacher moving among students observing them and providing individualized instruction.

19. Teacher utilizing a large group instruction technique by demonstrating a procedure to the entire class.

20. Teacher providing additional information by instructing the entire class with a technique other than a demonstration.

APPENDIX D

Classroom Observation Record

Teacher_____ No.____ Sex____ Class or Subject_____ Date_____

City_____ School_____ Time_____ Observer_____

PUPIL BEHAVIOR									REMARKS:
1. Apathetic	1	2	3	4	5	6	7	N	Alert
2. Obstructive	1	2	3	4	5	6	7	N	Responsible
3. Uncertain	1	2	3	4	5	6	7	N	Confident
4. Dependent	1	2	3	4	5	6	7	N	Initiating
TEACHER BEHAVIOR									
5. Partial	1	2	3	4	5	6	7	N	Fair
6. Autocratic	1	2	3	4	5	6	7	N	Democratic
7. Aloof	1	2	3	4	5	6	7	N	Responsive
8. Restricted	1	2	3	4	5	6	7	N	Understanding
9. Harsh	1	2	3	4	5	6	7	N	Kindly
10. Dull	1	2	3	4	5	6	7	N	Stimulating
11. Stereotyped	1	2	3	4	5	6	7	N	Original
12. Apathetic	1	2	3	4	5	6	7	N	Alert
13. Unimpressive	1	2	3	4	5	6	7	N	Attractive
14. Evading	1	2	3	4	5	6	7	N	Responsible
15. Erratic	1	2	3	4	5	6	7	N	Steady
16. Excitable	1	2	3	4	5	6	7	N	Poised
17. Uncertain	1	2	3	4	5	6	7	N	Confident
18. Disorganized	1	2	3	4	5	6	7	N	Systematic
19. Inflexible	1	2	3	4	5	6	7	N	Adaptable
20. Pessimistic	1	2	3	4	5	6	7	N	Optimistic
21. Immature	1	2	3	4	5	6	7	N	Integrated
22. Narrow	1	2	3	4	5	6	7	N	Broad

GLOSSARY
(To be used with classroom observation record.)

Pupil Behaviors

1. Apathetic-Alert Pupil Behavior

Apathetic	Alert
1. Listless	1. Appear anxious to recite and participate.
2. Bored-acting	2. Watch teacher attentively.
3. Enter into activities half-heartedly.	3. Work concentratedly.
4. Restless	4. Seem to respond eagerly.
5. Attention wanders	5. Prompt and ready to take part in activities when they begin.
6. Slow in getting under way.	

2. Obstructive-Responsible Pupil Behavior

Obstructive	Responsible
1. Rude to one another and/or to teacher.	1. Courteous, co-operative, friendly with each other and with teacher.
2. Interrupting; demanding attention; disturbing.	2. Complete assignments without complaining or unhappiness.
3. Obstinate; sullen.	3. Controlled voices.
4. Refusal to participate.	4. Received help and criticism attentively.
5. Quarrelsome; irritable.	5. Asked for help when needed.
6. Engaged in name-calling and/or tattling.	6. Orderly without specific directions from teacher.
7. Unprepared.	7. Prepared.

3. Uncertain-Confident Pupil Behavior

Uncertain	Confident
1. Seem afraid to try; unsure.	1. Seem anxious to try new problems or activities.
2. Hesitant; restrained.	2. Undisturbed by mistakes.
3. Appear embarrassed.	3. Volunteer to recite.
4. Frequent display of nervous habits, nail-biting, etc.	4. Enter freely into activities.
5. Appear shy and timid.	5. Appear relaxed.
6. Hesitant and/or stammering speech.	6. Speak with assurance.

4. Dependent-Initiating Pupil Behavior

Dependent	Initiating
1. Rely on teacher for explicit directions.	1. Volunteer ideas and suggestions.
2. Show little ability to work things out for selves.	2. Showed resourcefulness.
3. Unable to proceed when initiative called for.	3. Take lead willingly.
4. Appear reluctant to take lead or to accept responsibility.	4. Assume responsibilities without evasion.

5. Partial-Fair Teacher Behavior

Partial	Fair
1. Repeatedly slighted a pupil.	1. Treated all pupils approximately equally.
2. Corrected or criticized certain pupils repeatedly.	2. In case of controversy, pupil allowed to explain his side.
3. Repeatedly gave a pupil special advantages.	3. Distributed attention to many pupils.
4. Gave most attention to one or a few pupils.	4. Rotated leadership impartially.
5. Showed prejudice (favorable or unfavorable) towards some social, racial, or religious groups.	5. Based criticism or praise on factual evidence, not hearsay.
6. Expressed suspicion of motives of a pupil.	

6. Autocratic-Democratic Teacher Behavior

Autocratic	Democratic
1. Tells pupils each step to take.	1. Guided pupils without being mandatory.
2. Intolerant of pupils' ideas.	2. Exchange ideas with pupils.
3. Mandatory in giving directions; orders to be obeyed at once.	3. Encouraged (asked for) pupil opinion.
4. Interrupted pupils although their discussion was relevant.	4. Encouraged pupils to make own decisions.
5. Always directed rather than participated.	5. Entered into activities without domination.

7. Aloof-Responsive Teacher Behavior

Aloof	Responsive
1. Stiff and formal in relations with pupils.	1. Approachable to all pupils.
2. Apart, removed from class activity.	2. Participates in class activity.
3. Condescending to pupils.	3. Responded to reasonable reqests and/or questions.
4. Routine and subject matter only concern; pupils as persons ignored.	4. Speaks to pupils as equals.
5. Referred to pupil as "this child" or "that child."	5. Commends effort.
	6. Gives encouragement.
	7. Recognized individual differences.

8. Restricted-Understanding Teacher Behavior

Restricted	Understanding
1. Recognized only academic accomplishments of pupils; no concern for personal problems.	1. Showed awareness of a pupil's personal emotional problems and needs.
2. Completely unsympathetic with a pupil's failure at a task.	2. Was tolerant of error on part of pupil.
3. Called attention only to very good or very poor work.	3. Patient with a pupil beyond ordinary limits of patience.

Restricted

4. Was impatient with a pupil.

Understanding

4. Showed what appeared to be sincere sympathy with a pupil's viewpoint.

9. Harsh-Kindly Teacher Behavior

Harsh

1. Hypercritical; fault-finding.
2. Cross, curt.
3. Depreciated pupil's efforts; was sarcastic.
4. Scolds a great deal.
5. Lost temper.
6. Used threats.
7. Permitted pupils to laugh at mistakes of others.

Kindly

1. Goes out of way to be pleasant and/or to help pupils; friendly.
2. Give a pupil a deserved compliment.
3. Found good things in pupils to call attention to.
4. Seemed to show sincere concern for a pupil's personal problem.
5. Showed affection without being demonstrative.
6. Disengaged self from a pupil without bluntness.

10. Dull-Stimulating Teacher Behavior

Dull

1. Uninteresting, monotonous explanations.
2. Assignments provide little or no motivation.
3. Fails to provide challenge.
4. Lack of animation.
5. Failed to capitalize on pupil's interests.
6. Pedantic, boring.
7. Lacks enthusiasm; bored acting.

Stimulating

1. Highly interesting presentation; gets and holds attention without being flashy.
2. Clever and witty, though not smart-alecky or wise-cracking.
3. Enthusiastic; animated.
4. Assignments challenging.
5. Took advantage of pupil interests.
6. Brought lesson successfully to a climax.
7. Seemed to provoke thinking.

11. Stereotyped-Original Teacher Behavior

Stereotyped

1. Used routine procedures without variation.
2. Would not depart from procedure to take advantage of a relevant question or situation.
3. Presentation seemed unimaginative.
4. Not resourceful in answering questions or providing explanations.

Original

1. Used what seemed to be original and relatively unique devices to aid instruction.
2. Tried new materials or methods.
3. Seemed imaginative and able to develop a presentation around a question or situation.
4. Resourceful in answering question; had many pertinent illustrations available.

12. Apathetic-Alert Teacher Behavior

Apathetic

1. Seemed listless; languid; lacked enthusiasm.
2. Seemed bored by pupils.
3. Passive in response to pupils.
4. Seemed preoccupied.
5. Attention seemed to wander.
6. Sat in chair most of time; took no active part in class activities.

Alert

1. Appeared buoyant; wide-awake; enthusiastic about activity of the moment.
2. Kept constructively busy.
3. Gave attention to, and seemed interested in, what was going on in class.
4. Prompt to "pick up" class when pupils' attention showed signs of lagging.

13. Unimpressive-Attractive Teacher Behavior

Unimpressive

1. Untidy or sloppily dressed.
2. Inappropriately dressed.
3. Drab, colorless
4. Posture and bearing unattractive.
5. Possessed distracting personal habits.
6. Mumbled; inaudible speech; limited expression; disagreeable voice tone; poor inflection.

Responsible

1. Clean and neat.
2. Well-groomed; dress showed good taste.
3. Posture and bearing attractive.
4. Free from distracting personal habits.
5. Plainly audible speech; good expression; agreeable voice tone; good inflection.

14. Evading-Responsible Teacher Behavior

Evading

1. Avoided responsiblity; disinclined to make decisions.
2. "Passed the buck" to class, to other teachers, etc.
3. Left learning to pupil, failing to give adequate help.
4. Let a difficult situation get out of control.
5. Assignments and directions indefinite.
6. No insistance on either individual or group standards.
7. Inattentive with pupils.
8. Cursory.

Responsible

1. Assumed responsibility; makes decisions as required.
2. Conscientious.
3. Punctual.
4. Painstaking; careful.
5. Suggested aids to learning.
6. Controlled a difficult situation.
7. Gave definite directions.
8. Called attention to standards of quality.
9. Attentive to class.
10. Thorough.

15. Erratic-Steady Teacher Behavior

Erratic

1. Impulsive; uncontrolled; temperamental; unsteady.

Steady

1. Calm; controlled.
2. Maintained progress toward objective.

Erratic	Steady
2. Course of action easily swayed by circumstances of the moment.	3. Stable, consistent, predictable.
3. Inconsistent.	

16. Excitable-Poised Teacher Behavior

Excitable	Poised
1. Easily disturbed and upset; flustered by classroom situation.	1. Seemed at ease at all times.
2. Hurried in class activities; spoke rapidly using may words and gestures.	2. Unruffled by situation that developed in classroom; dignified withoug being stiff or formal.
3. Was "jumpy"; nervous.	3. Unhurried in class activities; spoke quietly and slowly.
	4. Successfully diverted attention from a stress situation in classroom.

17. Uncertain-Confident Teacher Behavior

Uncertain	Confide
1. Seemed unsure of self; faltering, hesitant.	1. Seemed sure of s self-confident in re ions with pupils.
2. Appeared timid and shy.	2. Undisturbed and unembarrassed by mistakes and/or criticism.
3. Appeared artificial.	
4. Disturbed and embarrassed by mistakes and/or criticism.	

18. Disorganized-Systematic Teacher Behavior

Disorganized	Systematic
1. No plan for class work	1. Evidence of a planned though flexible procedure.
2. Unprepared.	2. Well prepared.
3. Objectives not apparent; undecided as to next step.	3. Careful in planning with pupils.
4. Wasted time.	4. Systematic about procedure of class.
5. Explanations not to the point.	5. Had anticipated needs.
6. Easily distracted from matter at hand.	6. Provided reasonable explanations.
	7. Held discussion together; objectives apparent.

19. Inflexible-Adaptable Teacher Behavior

Inflexible	Adaptable
1. Rigid in conforming to routine.	1. Flexible in adapting explanations.
2. Made no attempt to adapt materials to individual pupils.	2. Individualized materials for pupils as required; adapted activities to pupils.
3. Appeared incapable of modifying explanation or activities to meet particular classroom situations.	3. Took advantage of pupils' questions to further clarify ideas.
4. Impatient with interruptions and disgressions.	4. Met an unusual classroom situation competently.

20. Pessimistic-Optimistic Teacher Behavior

Pessimistic	Optimistic
1. Depressed; unhappy.	1. Cheerful; good-natured.
2. Skeptical.	2. Genial.
3. Called attention to potential "bad."	3. Joked with pupils on occasion.
4. Expressed hopelessness of "education today," the school system, or fellow educators.	4. Emphasized potential "good."
5. Noted mistakes; ignored good points.	5. Looked on bright side; spoke optimistically of the future.
6. Frowned a great deal; had unpleasant facial expression.	6. Called attention to good points; emphasized the positive.

21. Immature-Integrated Teacher Behavior

Immature	Integrated
1. Appeared naive in approach to classroom situations.	1. Maintained class as center of activity; kept self out of spotlight; referred to class's activities, not own.
2. Self-pitying; complaining; demanding.	2. Emotionally well controlled.
3. Boastful; conceited.	

22. Narrow-Broad Teacher Behavior

Narrow	Broad
1. Presentation strongly suggested limited background in subject or material; lack of scholarship.	1. Presentation suggested good background in subject; good scholarship suggested.
2. Did not depart from text.	2. Drew examples and explanations from various sources and related fields.
3. Failed to enrich discussions with illustrations from related areas.	3. Showed evidence of broad cultural background in science, art, literature, history, etc.
4. Showed little evidence of breadth of cultural background in such areas as science, arts, literature, and history.	4. Gave satisfying, complete, and accurate answers to questions.
5. Answers to pupils' questions incomplete or inaccurate.	5. Was constructively critical in approach to subject matter.
6. Noncritical approach to subject.	

APPENDIX E

DIRECTIONS

In the following you will find a number of non-classroom activities which a vocational teacher may carry out. Please respond to each activity completed by you or which will be completed by you by the end of the school year by circling YES. Those activities which you will not complete should be circled NO. For each yes response there will be somewhat more detailed information requested.

NON-CLASSROOM ACTIVITIES OF THE VOCATIONAL TEACHER

1. Utilize a departmental advisory council YES NO
   No. of meetings_____
   No. of council members_____

2. Conduct a survey with reference to community vocational needs
   No. of people contacted_____ YES NO

3. Write student performance objectives for vocational courses taught YES NO
   Approximate No. of objectives written_____

4. Develop an annual departmental budget YES NO
   Check the following which were parts of the budget
   Tools_____
   Equipment_____
   Reference books_____
   Consumable supplies_____
   Travel expense_____
   Other_____Please name_____

5. Develop a long range budget (3-5 years) YES NO
   Check the following which were parts of the budget
   Tools_____
   Equipment_____
   Reference books_____
   Consumable supplies_____
   Travel expense_____
   Other_____Please name_____

6. Develop an annual state plan YES NO
   Check the following which were included
   New equipment_____
   New supplies_____
   New courses_____
   Additional faculty_____
   Disadvantaged program_____
   Handicapped program_____

Cooperative program_____
Anticipated enrollment_____

7. Develop a long range plan (5 year state plan) YES NO
   New equipment_____
   New supplies_____
   New courses_____
   Additional faculty_____
   Disadvantaged program_____
   Handicapped program_____
   Cooperative program_____
   Anticipated enrollment_____

8. Utilize follow-up data on graduates of your department YES NO
   Percentage of last year's graduates from whom data were collected_____

9. Utilize a filing system YES NO
   Check the following which are appropriate
   For instructional materials_____
   For student records_____
   For state reports_____
   For information on occupational opportunities_____

   Were you able to use existing file system_____
   Or utilize a new filing system_____

10. Provide for safety of students YES NO
    Check the appropriate ones provided
    Require safety apparel_____
    First aid equipment available_____
    Safety instruction_____

11. Work with tools and equipment YES NO
    Check if applicable
    Inventory tools and equipment_____
    Repair and service tools and equipment_____

12. Conduct home visits YES NO
    Average No. of home visits per student_____

13. Inform the public about vocational programs through the use of mass media YES NO
    No. of newspaper articles_____
    No. of radio programs_____
    Departmental brochure_____
    Other means_____

14. Make presentations concerning the vocational program to the general public YES NO
    No. of presentations_____

15. Advised a student vocational organization YES NO
    Name of organization_____
    No. of meetings held_____
    No. of contests entered_____
    Held a banquet YES NO

16. Belong to professional organizations YES NO

Acronyms of professional organizations joined_____

No. of district and/or regional meetings attended_____

No. of workshops attended_____

17. University courses taken since started teaching YES NO

No. of graduates hours earned_____

No. of undergraduate hours earned_____

18. Placed co-op students in a work station YES NO

No. of students cooperatively placed_____

Employer-employee contract utilized YES NO

No. of students assisted in obtaining a work permit_____

No. of supervisory visits per co-op student_____

19. Offered courses to adult students YES NO

No. of courses_____

No. of adults enrolled_____

20. Filed state reports YES NO

Mileage report_____

Other reports_____Please name

_____

Rate the following activities as to the importance of being completed in the above named teacher's vocational department.	Unimportant				Very Important
1. Utilize a departmental advisory council	1	2	3	4	5
2. Conduct a community survey	1	2	3	4	5
3. Write student performance objectives for students	1	2	3	4	5
4. Develop an annual departmental budget	1	2	3	4	5
5. Develop a long range budget (3-5 years)	1	2	3	4	5
6. Develop an annual state plan	1	2	3	4	5
7. Develop a long range plan (5 year state plan)	1	2	3	4	5
8. Gather follow-up data on department graduates	1	2	3	4	5
9. Have an effective filing system	1	2	3	4	5
10. Provide for safety of students (apparel, first aid equipment and safety instruction)	1	2	3	4	5
11. Repair and inventory tools and equipment	1	2	3	4	5
12. Conduct home visits	1	2	3	4	5
13. Use the available mass media to inform the public about vocational programs (radio, newspaper brochures)	1	2	3	4	5
14. Make presentations concerning the vocational program to the general public	1	2	3	4	5
15. Advise a student vocational organization	1	2	3	4	5
16. Belong to professional organizations	1	2	3	4	5
17. Take University courses	1	2	3	4	5
18. Place co-op students in a work station	1	2	3	4	5
19. Offer courses to adult students	1	2	3	4	5
20. File state reports (mileage, etc.)	1	2	3	4	5

APPENDIX F

NAME _____

PLEASE CIRCLE YOUR CHOICE

	Very Good	Good	Poor	Very Poor
1. How would you rate the required professional education courses as preparing you for the teaching profession? (not including methods and student teaching)	1	2	3	4
2. How would you rate the methods and student teaching courses in preparing you for the teaching profession?				
Methods	1	2	3	4
Student Teaching	1	2	3	4
3. How would you rate the subject matter courses taken in terms of preparing for the teaching profession?	1	2	3	4

Rate the following college courses on each of the three dimensions shown. 1) How useful or relevant has the course been to your teaching? 2) What was the quality of the instruction in the course? 3) How sufficient was the instruction in the course? If you did not take the course at WKU, check the appropriate box.

		Usefulness of Course				Quality of Instruction				Sufficiency of Instruction			
	Not Taken at W.K.U.	Of Great Value	Useful	Of Little Value	Useless	Very Good	Good	Poor	Very Poor	Adequate	Little Instruction	Excessive	No Instruction
4. Introduction to Secondary Ed.	☐	1	2	3	4	1	2	3	4	1	2	3	4
5. Human Growth and Development	☐	1	2	3	4	1	2	3	4	1	2	3	4
6. Tests and Measurements	☐	1	2	3	4	1	2	3	4	1	2	3	4
7. Methods and Materials	☐	1	2	3	4	1	2	3	4	1	2	3	4
8. Student Teaching	☐	1	2	3	4	1	2	3	4	1	2	3	4
9. Audio-Visual Aids	☐	1	2	3	4	1	2	3	4	1	2	3	4
10. Adult Methods	☐	1	2	3	4	1	2	3	4	1	2	3	4
11. Other _____	☐	1	2	3	4	1	2	3	4	1	2	3	4

Rate each of the following items on the three dimensions shown. 1) How serious is the problem for you in your teaching situation? 2) How would you evaluate the quality of your college preparation in this area? 3) How sufficient was your college preparation in this area?

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
	Not at All	Little	Substantial	Severe	Very Good	Good	Poor	Very Poor	Adequate	Little Instruction	Excessive	No Instruction
12. Developing rapport with students	1	2	3	4	1	2	3	4	1	2	3	4
13. Teaching gifted students	1	2	3	4	1	2	3	4	1	2	3	4
14. Teaching below average students	1	2	3	4	1	2	3	4	1	2	3	4
15. Teaching mentally handicapped students	1	2	3	4	1	2	3	4	1	2	3	4
16. Teaching physically handicapped students	1	2	3	4	1	2	3	4	1	2	3	4
17. Teaching disrespectful students	1	2	3	4	1	2	3	4	1	2	3	4
18. Teaching students of varying socioeconomic levels	1	2	3	4	1	2	3	4	1	2	3	4
19. Maintaining discipline	1	2	3	4	1	2	3	4	1	2	3	4
20. Motivating Students	1	2	3	4	1	2	3	4	1	2	3	4
21. Faculty relationships	1	2	3	4	1	2	3	4	1	2	3	4
22. Relationship with administration	1	2	3	4	1	2	3	4	1	2	3	4
23. Relationship with parents	1	2	3	4	1	2	3	4	1	2	3	4

	Seriousness of Problem				Quality of Instruction				Sufficiency of Instruction			
	Not at All	Little	Substantial	Severe	Very Good	Good	Poor	Very Poor	Adequate	Little Instruction	Excessive	No Instruction
24. Relationship with people in community	1	2	3	4	1	2	3	4	1	2	3	4
25. Test Preparation and use	1	2	3	4	1	2	3	4	1	2	3	4
26 Techniques of evaluating student performance	1	2	3	4	1	2	3	4	1	2	3	4
27. Various teaching techniques	1	2	3	4	1	2	3	4	1	2	3	4
28. Use of audio-visual aids	1	2	3	4	1	2	3	4	1	2	3	4
29. Self-evaluation of teaching	1	2	3	4	1	2	3	4	1	2	3	4
30. Lesson planning	1	2	3	4	1	2	3	4	1	2	3	4
31. Program planning	1	2	3	4	1	2	3	4	1	2	3	4

APPENDIX G

CAREER BASE LINE DATA

1. Name_____

2. Age_____

3. Sex_____

4. Year Graduated from WKU_____

5. Major (Area of Concentration)_____

6. Minor_____

7. Are you presently teaching? YES_____NO_____

8. If you are presently teaching:
   (a) Subject Matter_____
   (b) Name of School for which you teach_____
   _____
   (c) Location of School_____
   _____
   (d) Grade Level(s)_____

9. Grade Point Averages:
   (a) Major GPA_____
   (b) Minor GPA_____
   (c) Professional Ed. GPA_____
   (d) Total GPA_____
   (e) Student Teaching Grade_____

10. Did you attend classes at any other college or university? YES___NO___
    If YES how many semesters were taken?_____
    Were professional education courses taken
    at another school? YES_____NO_____
    If YES list them below:
    _____
    _____
    _____
    At what school were these classes taken?_____
    _____

11. Have you had any occupatical experience related to your present teaching field?
    YES_____NO_____
    If YES what experience and how extensive was the experience?_____
    _____

APPENDIX H

CAREER BASE LINE DATA

1. Name _____
2. School Address _____
3. Age _____ 4. Sex _____
5. Year Graduated from WKU _____
6. Major (Area of Concentration) _____
7. Minor _____
8. Are you presently teaching? YES _____ NO _____
9. If you are presently teaching:
   (a) Subject Matter _____
   (b) Name of School for which you teach _____
   (c) Location of School _____
   (d) Grade Level(s) _____
10. Grade Point Averages:
   (a) Major GPA _____
   (b) Minor GPA _____
   (c) Professional Ed. GPA _____
   (d) Total GPA _____
   (e) Student Teaching Grade _____
11. Did you attend classes at any college or university? YES ____ NO ____
   If YES how many semesters were taken? _____
   Were professional education courses taken at another school?
   YES _____ NO _____
   If YES list them below:
   _____
   _____
   _____
   At what school were these classes taken? _____
   _____
12. Have you had any occupational experience related to your present teaching field? YES _____ NO _____
   If YES what experience and how extensive was the experience? _____
   _____
13. Please include by period your daily teaching schedule

Period	Class

APPENDIX I

CAREER BASE LINE DATA

1. Name_____

2. Address_____

3. Age_____

4. Sex_____

5. Year Graduated from WKU_____

6. Major (Area of Concentration)_____

7. Minor_____

8. Grade Point Averages:
   (a) Major GPA_____
   (b) Minor GPA_____
   (c) Professional Ed. GPA_____
   (d) Total GPA_____
   (e) Student Teaching Grade_____

9. Did you attend classes at any other college or university? YES____NO____
   If YES, how many semesters were taken?_____
   Were professional education courses taken
   at another school? YES____NO____
   If YES, list them below:

   _____
   _____
   _____

10. Have you had any occupational experience related to your teaching field?

    YES____ NO____
    If YES, what experience and how extensive was the experience?_____

    _____

11. Present Occupation_____

APPENDIX J

Place a check mark in front of each statement which describes best the reason(s) why you are not presently teaching.

_____ 1. I do not feel prepared to teach.
_____ 2. I could not find a teaching position after graduation.
_____ 3. I decided I did not like teaching.
_____ 4. I never intended to teach.
_____ 5. I can make more money in another field.
_____ 6. I got married and have family responsibilties.
_____ 7. I am attending graduate school.
_____ 8. Other_____

Please describe your present outlook toward teaching by checking the appropriate statement(s).

_____ 1. I am presently seeking a teaching position.
_____ 2. I am not presently seeking a teaching position, but intend to by next fall.
_____ 3. I am not presently seeking a teaching position, but probably will in a few years (3-5 years).
_____ 4. I am not presently seeking a teaching position, but probably will in the distant future (10-20 years).
_____ 5. I am not presently seeking a teaching position and probably never will.
_____ 6. Other_____

APPENDIX K

ILLINOIS COURSE EVALUATION QUESTIONNAIRE — FORM 66

Measurement and Research Division, Office of Instructional Resources, UNIVERSITY OF ILLINOIS © By Richard E. Spencer, 1965

1 2 3 4 5 6 7 8 9

EXPECTED GRADE IN THIS COURSE

ARE YOU IS THIS COURSE

TODAY'S DATE MO DAY YR

CAMPUS LOCATION: URBANA, CHI.CIR., MED.CEN., EXTENSION, OTHER

COURSE CODE 1 2 3 4

MARK YOUR COLLEGE: AGRIC., COMM. & BA, EDUC., ENGIN., F & APP.ART., HOME EC, JOURN. COMM., LAS, LAW, PHYS.ED., MEDICINE, NURSING, PHARMACY, DENTISTRY, VET.MED., OTHER

ARE YOU: FRESHMAN, SOPHOMORE, JUNIOR, SENIOR, GRAD., OTHER

1. RESPOND TO THE ITEMS PRESENTED FRANKLY AND COMPLETELY-ONE RESPONSE PER ITEM. (SEE SAMPLE MARK AND RESPONSE CODE)
2. USE PENCIL ONLY-DO NOT USE PEN, BALL POINT OR INK OF ANY KIND.

1	I learn more when other teaching methods are used.					
2	It was a waste of time.					
3	Overall, the course was good.					
4	The textbook was very good.					
5	The instructor seemed to be interested in students as persons.					
6	More courses should be taught this way.					
7	The course held my interest.					
8	I would have preferred another method of teaching in this course.					
9	It was easy to remain attentive.					
10	The instructor did not synthesize, integrate or summarize effectively.					
11	Not much was gained by taking this course.					
12	The instructor encouraged the development of new viewpoints and appreciations.					
13	The course material seemed worthwhile.					
14	It was difficult to remain attentive.					
15	Instructor did not review promptly and in such a way that students could understand their weaknesses.					
16	Homework assignments were helpful in understanding the course.					
17	There was not enough student participation for this type of course.					
18	The instructor had a thorough knowledge of his subject matter.					
19	The content of the course was good.					
20	The course increased my general knowledge.					
21	The types of test questions used were good.					
22	Held my attention throughout the course.					
23	The demands of the students were not considered by the instructor.					
24	Uninteresting course.					
25	It was a very worthwhile course.					
26	Some things were not explained very well.					
27	The way in which this course was taught results in better student learning.					
28	The course material was too difficult.					
29	One of my poorest courses.					
30	Material in the course was easy to follow.					
31	The instructor seemed to consider teaching as a chore or routine activity.					
32	More outside reading is necessary.					
33	Course material was poorly organized.					
34	Course was not very helpful.					
35	It was quite interesting.					
36	I think that the course was taught quite well.					
37	I would prefer a different method of instruction.					
38	The pace of the course was too slow.					
39	At times I was confused.					
40	Excellent course content.					
41	The examinations were too difficult.					
42	Generally, the course was well organized.					
43	Ideas and concepts were developed too rapidly.					
44	The content of the course was too elementary.					
45	Some days I was not very interested in this course.					
46	It was quite boring.					
47	The instructor exhibited professional dignity and bearing in the classroom.					
48	Another method of instruction should have been employed.					
49	The course was quite useful.					
50	I would take another course that was taught this way.					

SAMPLE MARKS:

USE PENCIL ONLY

a) ▮ b) ▮ c) ▮ d) ▮

RESPONSE CODE:

MARK SA IF YOU STRONGLY AGREE WITH THE ITEM

MARK A IF YOU AGREE MODERATELY WITH THE ITEM

MARK D IF YOU DISAGREE MODERATELY WITH THE ITEM

MARK SD IF YOU STRONGLY DISAGREE WITH THE ITEM

IF PART II OR III IS TO BE USED MARK HERE →

COMPLETE SECTIONS BELOW ACCORDING TO YOUR INSTRUCTOR'S DIRECTIONS:

OPTIONAL PART II ITEMS 51-75

OPTIONAL PART III ITEMS 76-100

DC 1720 A

OPTICAL SCANNING CORPORATION

APPENDIX L

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Center for Career and
Vocational Teacher Education

April 13, 1973

The Center for Career and Vocational Teacher Education is conducting a project which is evaluating vocational teacher education programs at Western Kentucky University. We are interested in obtaining certain background information about you and your opinion of the teacher education program you completed.

Please take a few minutes to complete the enclosed forms and return them in the self-addressed envelope. Your cooperation and assistance are greatly appreciated.

Sincerely yours,

John Hillison
Assistant Professor of
Occupational Education

JH:gc
Enclosure

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10. Vocational Education - The Bridge Between Man and his Work, General Report of the Advisory Council on Vocational Education; Washington, D.C. 1968.

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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1. AGE	-.27	.32	-.11	.12	-.13	-.02	-.15	-.81	.12	.33	.25	.57	.30	.41	.34	.51	.19	.21	.26	.16	.10	.20	.13	-.40	.40	.18	-.07	-.25	.04	-.04
2. MAJOR GPA		.50	.73	.30	-.20	.07	.06	.21	.19	.16	.14	-.35	.26	.18	-.36	-.23	-.19	.05	-.12	.19	.07	-.37	-.04	.32	.12	.52	.30	.25	.47	.51
3. PROFESS. ED			.78	.46	-.77	.68	.46	-.15	.44	.40	.41	-.05	.28	.47	.09	.16	.06	.19	.02	.49	.39	-.25	.33	-.05	-.5	-.15	.10	.04	.19	.22
4. TOTAL GPA				.50	-.61	.45	-.03	-.04	.37	.33	.28	-.12	.09	.26	.04	.01	.12	.39	.27	.45	.56	.06	.42	.23	-.01	.50	.45	.08	.18	.48
5. ST. TEACHING GR.					-.57	-.12	0	.03	.21	.13	.40	-.01	.12	.21	.04	.04	.56	.50	.45	.30	.58	.34	.53	.14	-.23	.26	.36	.23	-.22	.10
6. NEWSPAPER ARTICLES						.01	-.01	.78	-.19	-.18	-.53	-.48	-.52	-.51	-.47	-.39	-.62	-.37	-.39	-.45	-.72	-.41	-.66	-.02	.39	-.28	-.40	-.35	-.29	-.68
7. # MEETINGS							.39	-.49	.01	-.04	-.09	-.03	-.01	-.05	.17	.04	-.10	-.19	-.20	.02	-.01	-.17	.09	-.01	-.06	.27	.33	-.18	-.10	.04
8. # ORGANIZATIONS								-.33	-.01	.09	-.14	.33	.18	.09	.21	.06	.36	.06	.0	.01	.10	.04	.40	.40	-.03	.40	.34	.31	-.62	-.82
9. # ADULT CLASSES									-.09	-.38	-.08	-.57	-.24	-.36	-.36	-.51	-.31	-.13	-.10	.06	-.12	-.12	-.43	.47	-.06	-.37	-.16	.31	.49	.12
10. SET 1 + 3										.78	.68	.01	.35	.15	.13	.16	.23	.41	.36	.47	.50	.28	.48	.05	.21	.14	.06	.27	-.23	-.10
11. SET 2 + 7											.73	.30	.52	.87	.26	.35	.44	.60	.47	.42	.56	.42	.58	.28	.03	.35	.10	.11	.02	.01
12. SET 3 + 2												.15	.54	.86	.39	.38	.36	.33	.38	.36	.60	.54	.43	.14	-.03	.25	.23	.27	.01	.05
13. SET 4 + 1													.43	.47	.41	.65	.36	.12	.40	.28	.13	.27	.28	-.01	.26	.21	.13	-.24	.10	-.16
14. SET 5 + 10														.77	.35	.30	.37	.20	.35	.25	.23	.31	.26	.05	.36	.24	.09	.40	.44	.03
15. SET M															.42	.48	.46	.43	.51	.46	.56	.49	.53	.15	.22	.32	.18	.26	.11	-.02
16. COR #1																.74	.47	.06	.50	.32	.59	.67	.47	-.14	.1	.17	.36	.27	.29	.61
17. COR #2																	.46	.17	.58	.51	.48	.50	.45	-.01	.12	.26	.33	-.22	.25	.07
18. COR #7																		.58	.64	.49	.68	.58	.71	.25	0	.05	.18	-.12	.03	.03
19. COR #8																			.68	.54	.49	.43	.67	.31	.05	.21	.19	.04	.01	-.27
20. COR #16																				.73	.62	.73	.72	.22	.32	.16	.39	-.06	.13	-.45
21. COR #17																					.53	.43	.61	.17	.44	.14	.10	-.09	-.04	-.52
22. COR #19																						.64	.11	.22	-.07	.24	.32	-.23	-.04	.21
23. COR #20																							.61	.17	-.05	.21	.33	.19	-.03	-.07
24. COR #21																								.22	.07	.20	.27	.18	-.25	-.43
25. SUPERVISOR 4																									-.27	.57	.43	-.05	-.20	.07
26. PEER #1																										-.11	-.37	.01	.20	.48
27. i/d																											.64	.12	.24	.23
28. I/D																												.28	.57	.32
29. ST/TT																													.42	.16
30. SmGr./TT																														.35
31. Lg. Gr./TT																														